MINUTES

OF THE

COMMITTEE OF COUNCIL ON EDUCATION:

WITH

APPENDICES.

1840-41.

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MINUTES

OF THE

COMMITTEE OF COUNCIL ON EDUCATION.

1840-1.

I.—INSTRUCTIONS TO INSPECTORS OF SCHOOLS.

SIR,

Committee of Council on Education,
Council Office, Whitehall, August 1840.

1. Her Majesty having been graciously pleased, on the recommendation of the Committee of Council, to appoint you one of the Inspectors of Schools, the Committee request your attention to the enclosed paper of instructions, with the documents thereto annexed, for your guidance in the discharge of the duties which will devolve on you.

2. While an important part of these duties will consist in visiting, from time to time, schools aided by grants of public money made by the authority of the Committee, in order to ascertain that the grant has in each case been duly applied, and to enable you to furnish accurate information as to the discipline, management, and methods of instruction pursued in such schools, your appointment is intended to embrace a more comprehensive sphere of duty.

3. In superintending the application of the Parliamentary grant for public education in Great Britain, my Lords have in view the encouragement of local efforts for the improvement and extension of elementary education, whether made by voluntary associations or by private individuals. The employment of Inspectors is therefore intended to advance this object, by affording to the promoters of schools an opportunity of ascertaining, at the periodical visits of inspection, what improvements in the apparatus and internal arrangement of schools, in school management and discipline, and in the methods of teaching, have been sanctioned by the most extensive experience.

4. The inspection of schools aided by public grants is, in this respect, a means of co-operation between the Government and the committees and superintendents of schools, by which information respecting all remarkable improvements may be diffused whenever it is sought; you will therefore be careful, at visits of inspection, to communicate with the *[parochial clergyman, or other minister of religion,] connected with the school, and with the

* In relation to the elementary schools of Scotland, the following passage is added in lieu of the words within brackets:—[presbytery of

school committee, or in the absence of a school committee, with the chief promoters of the school, and will explain to them that one main object of your visit is to afford them your assistance in all efforts for improvement in which they may desire your aid; but that you are in no respect to interfere with the instruction, management, or discipline of the school, or to press upon them any suggestions which they may be disinclined to receive.

5. A clear and comprehensive view of these main duties of your office is at all times important; but when a system of inspection of schools aided by public grants is for the first time brought into operation, it is of the utmost consequence you should bear in mind that this inspection is not intended as a means of exercising control, but of affording assistance; that it is not to be regarded as operating for the restraint of local efforts, but for their encouragement; and that its chief objects will not be attained without the co-operation of the school committees;*—the Inspector having no power to interfere, and not being instructed to offer any advice or information excepting where it is invited.

6. † [The Committee will furnish you from time to time with a list of schools not aided by public grants, the school committees or chief promoters of which may have expressed a desire that they should be visited in the route of the Inspectors, when they are able conveniently to do so, in order that the school committees may have the advantage of the Inspectors' advice and assistance in the further improvement of their schools.] In submitting the route of your visits of inspection for the approval of this Committee, my Lords request you to include these schools in your arrangements. When engaged in the inspection of a school aided by a public grant, a requisition may be presented to you from the promoters of some school, in the same town or village, not aided by a public grant, ‡requesting you to visit their school. When-

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the bounds, or the minister of the parish, in regard to all schools which are placed by law, or by the condition of their endowments or constitution, under the superintendence of the Church of Scotland, and, as respects other schools, with the minister of religion.]

* [Or of the presbytery of the bounds, in all schools connected with the Church of Scotland.]

† In the instructions to Inspectors in Scotland, the following words instead of those in brackets:—[You will furnish the Committee of Council, from time to time, with a list of schools not aided by public grants, in regard to which the presbytery of the bounds, or the minister of the parish, or the school committees, may have expressed a desire that they should be visited in your route of inspection, when you are able conveniently to do so, in order that they may have the advantage of your advice and assistance in the further improvement of their schools. The Committee of Council will then give you directions as to your proceedings in relation to such requests.]

‡ In relation to schools connected with the Church of Scotland, insert —[or from the presbytery of the bounds.]

ever the special requirements of the public service permit your compliance with this request, my Lords are of opinion it is desirable that you should visit the school, and should convey* to the parochial clergyman, the school committee, or chief promoters (whenever solicited to do so), the results of your experience in school management and education. You will specially report any such application to this Committee.

7. Acting on the principle of assisting local exertions, the Committee of Council have prepared a series of plans of school-houses for small parishes, villages, and towns, in which are exhibited those improvements which are suggested by an extensive comparison of the results of experience, and which they intend to render available to the promoters of schools, by furnishing them with an explanation of each plan in detail, together with specifications, working drawings, and estimates, and with forms for making contracts with builders, &c.

8. Their Lordships are strongly of opinion that no plan of education ought to be encouraged in which intellectual instruction is not subordinate to the regulation of the thoughts and habits of the children by the doctrines and precepts of revealed religion.

9. The reports of the Inspectors are intended to convey such further information, respecting the state of elementary education in Great Britain, as to enable Parliament to determine in what mode the sums voted for the education of the poorer classes can be most usefully applied. With this view, reports on the state of particular districts may be required to ascertain the state of education in such districts, and how far the interference of Government or of Parliament can be beneficially exerted, by providing additional means of education. Your reports will be made to the Committee, but it is intended that they shall be laid before both Houses of Parliament.†

10. The Committee doubt not you are duly impressed with the weight of the responsibility resting upon you, and they repose full confidence in the judgment and discretion with which your duties will be performed.

My Lords are persuaded that you will meet with much cordial co-operation in the prosecution of the important object involved in your appointment; and they are equally satisfied that your general bearing and conduct, and the careful avoidance of what-

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* And also in this place insert:—[to the presbytery of the bounds, or]

In relation to schools connected with the Church of Scotland, the following words are inserted in the instructions addressed to Scotch Inspectors:—The Education Committee of the General Assembly of the Church of Scotland may desire to avail themselves of the information collected in your visits of inspection. You will therefore be prepared to report to them on the condition of all schools connected with the Church of Scotland.

ever could impair the just influence or authority of the promoters of schools, or of the teachers over their scholars, will conciliate the confidence and good-will of those with whom you will have to communicate; you will thus best fulfil the purposes of your appointment, and prove yourself a fit agent to assist in the execution of Her Majesty's desire, that the youth of this kingdom should be religiously brought up, and that the rights of conscience should be respected.

By order of the
Committee of Council on Education,
JAMES PHILLIPS KAY.

INSTRUCTIONS for the INSPECTORS of SCHOOLS.

THE Lords of the Committee of Council on Education consider that the duties of the Inspectors of Schools may be divided into *three distinct branches.*

1st. Those duties relate, in the first place, to inquiry in neighbourhoods from whence applications have been made for aid to erect new schools, in order to enable the Committee of Council to determine the propriety of granting funds in aid of the expenses proposed to be incurred, or to the examination of certain special cases in which claims of peculiar urgency are advanced for temporary aid in the support and improvement of existing schools.

2ndly. To the inspection of the several schools aided by public grants issued under the authority of the Committee, and an examination of the method and matter of instruction, and the character of the discipline established in them, so as to enable the Inspector to report thereon to this Committee, for the information of both Houses of Parliament. In obedience to Her Majesty's Order in Council, dated August 10, 1840, a duplicate of such reports respecting schools connected with the Established Church is to be forwarded by the Inspector to the Archbishop, and a copy to the Bishop of the diocese in which the school is situate, for his information.

3rdly. As incidental to and in furtherance of these duties, Inspectors may also be required by the Committee to make inquiries respecting the state of elementary education in particular districts.

FIRSTLY.

When cases are referred to the Inspector belonging to the first head of inquiry, he will bear in mind that the grant of the last Session is to be chiefly applied in aid of subscriptions for building; and, in particular and special cases, in aid of the support of schools connected with the National Society and the British and Foreign School Society.

The Committee furnish the Inspectors with a copy of the Order in Council of the 3rd of June, and with the annexed regu-

lations of the 24th of September, 1839, and of the 15th July, 1840, by which the appropriation of the Parliamentary grant made in the late Session will be determined.

In the first class of cases, the Inspector will be careful to obtain as precise information as possible respecting the intentions of the promoters of the intended school in relation to each of the regulations of the 24th September, and to each of the questions in the Form A. (appended hereto), respecting the site and structure of the school-house and the reasons for expecting that the school will be efficiently and permanently supported. He will forward a plan of the building proposed to be erected, containing the dimensions and height of the rooms, and specifying the appropriation of each part. In the school-rooms, sectional drawings must be given of the position of the desks and forms as proposed to be arranged on the floor. The Inspector will ascertain whether any ground, and to what extent, is to be appropriated to the recreation of the children, how it will be enclosed, and whether it is intended to furnish it with the means of exercise and recreation; and whenever his advice is sought, he will encourage the adoption of such arrangements. If the schoolmaster's house do not form part of the building, the Inspector will ascertain whether it is situated in the immediate vicinity of the school, or at what distance. The plans of school-houses, prepared by the direction of this Committee, will always be available for such promoters of schools as may be desirous to adopt the arrangements suggested by the most extensive experience. The Inspector will personally ascertain all circumstances affecting the healthfulness of the site; as for example, its drainage, ventilation, the proximity of any stagnant water, or of any establishments which may be injurious to health.

The probable amount of stipend proposed to be raised by subscription, or from endowment, or annual collections, together with the amount of school-fees likely to be collected from the parents of the children, with other allowances or emoluments, ought to be such as will enable a well-qualified schoolmaster to live in comfort and respectability, if he devote his whole time to the duties of his vocation; and will therefore be a subject of special inquiry to the Inspector.

He will also report on the funds available for the provision of books and school apparatus, and on the views of the promoters of the school respecting the extent of instruction which they wish to be imparted, and the nature of the discipline which they desire to be pursued in the school. He will ascertain whether any and what arrangements are made for the practical instruction of the girls in household management, and whether the instruction of the boys will have a practical relation to their probable future employment.

In relation to the 3d clause of the 4th regulation of the 24th September, requiring "that the site of the school-house shall be

obtained, with a good legal tenure, and that by conveyance to trustees it has been duly secured for the education of the children of the poor," the Inspectors are furnished with a copy of the 6th and 7th William IV., cap. 70,* intituled "An Act to facilitate the Conveyance of the Sites of School-houses," and with the instructions issued by the National Society, and the forms provided for this purpose by the British and Foreign School Society, as well as with forms prepared under the direction of the Committee of Council, in order to meet the wants of the promoters of some other classes of schools.

The 9th regulation of the 24th September requires, "that in every application for aid to the erection of a school-house in England and Wales, it must be stated whether the school is in connexion with the National Society or with the British and Foreign School Society; and if the said school be not in connexion with either of those societies, the Committee will not entertain the case, unless some special circumstances be stated to induce their Lordships to treat the case as special." The Inspectors will occasionally have to examine the special representations made in such cases; and when the case appears to the Committee to warrant further investigation, the Inspectors may have to conduct the inquiries contained in the extract from the minutes of the 3rd December (in the Appendix to these instructions), respecting the arrangements which the school committee or chief promoters of such schools propose to make, for conducting the religious instruction in an efficient manner; to ascertain whether the Bible will be read daily in the school, and what means are to be adopted to secure from the children attending the school an observance of religious duties, and attendance on divine worship, having a due regard to the rights of conscience.

Cases of peculiar urgency, arising in poor and populous neighbourhoods, in which representations are made of the want of the means of elementary education, and the absolute dependence of the population, from extreme poverty, on the public aid for the provision of schools, will sometimes be referred to the Inspectors for examination, before the Committee determine whether more than the ordinary amount of assistance shall be granted. Such inquiries will sometimes require a general survey of the condition of the poor in the vicinity, and particularly of the extent and quality of the existing means of elementary education; and the Inspector will be furnished with tabular forms in which to collect and combine the facts ascertained by such inquiries.

Well-conducted schools may, at particular periods, be subject to embarrassment from the death or removal of some patron who has provided a considerable portion of the annual income of the school, or from some local disaster, occasioning the withdrawal

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This Act is now repealed, and the Act 4 and 5 Vict. cap. 38, passed in its stead.

of the usual resources on which the school has been dependent, or from other similar causes, in which "peculiar cases temporary aid may be sought to meet the annual expenses of existing schools:" the personal examination of the school by the Inspectors, to test the efficiency of the management, will be required in the majority of such applications; and they will find in another part of these instructions full information respecting the nature of the inquiries to be made in such cases, and tabular forms in which to collect the results of their inspection. The efficiency of the school management having been ascertained, the Inspector will inquire whether all other efforts to obtain resources for the support of the school have been exhausted, and whether there is a reasonable prospect that temporary aid from the Parliamentary grant would enable the promoters of the school to ensure its future permanent efficiency, without the necessity of renewing their application; such assistance being always regarded as an exception to general rules, and to be granted only in cases in which the strongest evidence of its necessity and utility is afforded.

SECONDLY.

In proceeding to inspect the method and matter of instruction, and the character of the discipline established in the several schools aided by the grants of this Committee, the Inspector will bear in mind that his visit will prove of much greater value to the school if he is accompanied* by the committee, or chief promoters of the school, in his examination of the children; inasmuch as all permanent improvements must depend, for the most part, on the exertions of the committee or chief promoters of the school. He will therefore generally announce his visit to the† [parochial clergyman, or] other minister of religion, connected with the school, or to the chairman or secretary of the school committee, and proceed to examine the school in their presence. He will abstain from any interference with the instruction, management, or discipline of the school, and will on all occasions carefully avoid any act which could tend to impair the authority of‡ [the school committee or chief promoters of the school] over the teacher or over the children, or of the teacher himself over his scholars.

He will receive from them any communication which they may wish to make, and afford them such assistance and information as they may be desirous to obtain.

Having inspected the state of the boundary fences, exercise ground, external walls, roof, &c., and ascertained whether the premises are in good repair, the other subjects of inquiry naturally arrange themselves under the following heads and subdivisions.

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* [by the presbytery of the bounds]—(Scotland).

† [presbytery of the bounds, minister of the parish, in regard to all schools connected with the Church of Scotland, or to any]—(Scotland).

‡ [those under whose control the school is placed]—(Scotland).

The Committee of Council, in placing these subjects of inquiry in the hands of the Inspector, by no means expect he will find that the several objects of education adverted to in them are attained in every school. The inquiries relate to different methods of instruction, and to all the subjects of instruction taught under such methods; a comprehensive series of questions is on this account necessary. These questions, moreover, are not to be received as an indication, in any respect, of what the Committee of Council consider desirable, either as respects the method or the matter of instruction, but as a mode of collecting the facts of each case, and as a catalogue of methods pursued, and of things taught under certain varieties of elementary instruction, but which are not found united in any one school, because some of them are incompatible with each other.

Neither is the Inspector to receive those inquiries as an exposition of the extent to which, in the opinion of the Committee, intellectual instruction should proceed, but simply as an indication of the facts which he may have occasion to record.

Mechanical Arrangements.

1. As to form of buildings.
   The dimensions of the room should be stated.
   (A.) When all the classes are in one room.
   (B.) When one or two class-rooms are provided for the separate instruction of a part of the children; the rest being taught generally in a common school-room.
   (C.) When each class is instructed in a separate room, and occasionally assembled in a common room.
2. As to the disposition of desks.
   (A.) Whether on Dr. Bell's plan.
   (B.) Whether on the Lancasterian plan.
   (C.) Whether a separate range of desks on an inclined plane for each class, with a sufficient area for the arrangement of the class standing on the floor.

Means of Instruction.

1. Enumerate the books used in the several classes under the heads Reading, Arithmetic, Geography, History of England, Grammar, Etymology, Vocal Music, Linear Drawing, Land Surveying.
2. Describe the apparatus.

Organization and Discipline.

1. As to the arrangement of classes.
   (A.) State whether each child is always under the instruction of the same teacher.
   (B.) Whether it is taught by a succession of teachers, each conveying instruction in some particular branch.

2. As respects monitorial or other discipline.
   (A.) Number of teachers.
   (B.) Number of monitors unpaid.
   (C.) Number of pupil teachers, or of well-instructed monitors, who are paid (state the amount of the remuneration).
3. As respects rewards and punishments.
   (A.) If distinction depends on intellectual proficiency.
   (B.) On a mixed estimate of intellectual proficiency and moral conduct.
   (C.) On moral conduct only.
   (D.) Whether corporal punishments are employed; their nature; and the offences to correct which they are used. If they are employed, are they publicly inflicted?
   (E.) What other punishments are used?
   (F.) If any, what rewards?

As respects Method.

1. Whether the method of mutual instruction is strictly adhered to.

2. Whether the simultaneous method is more or less mingled with individual teaching.

If the simultaneous method be adopted, the Inspector will ascertain to what matter of instruction it is applied; as, for example, Reading, Grammar, Etymology, Arithmetic, Singing, Geography, History, &c.

These inquiries are all to be arranged in the Tabular Form, No. 1, so as to enable the Inspector to make the requisite memoranda, by a brief initial mark or note on the spot.

Supposing the school to be conducted on the system of mutual instruction, in order to determine the degree of efficiency with which the school regulations are carried into effect, the Inspector will ascertain,—

1. The number of masters, assistant-masters, if any, and occasional masters.

2. The number of monitors, and the under-mentioned facts respecting each monitor.

If the school be conducted on the mixed method of instruction, the Inspector will ascertain the number of masters, assistant-masters, and occasional masters, and the number of pupil teachers employed in the school, and the following facts respecting each pupil teacher:—

Age.

Period during which he has received instruction.

Attainments:—

In Reading.—Can read imperfectly decently; with ease and accuracy; with ease and expression.

In Writing.—Cannot write; imperfectly; decently; with ease and skill.

In Arithmetic.—Acquainted with addition, subtraction, multiplication, division; or not, respectively; skilful in the foregoing; acquainted with compound rules; skilful in them; acquainted with higher rules; skilful in them; acquainted with exercises in mental arithmetic: skilful in them.

In Singing.—Having by ear an acquaintance with psalmody and labour songs; acquainted with the elements of the notation of music; able to sing common psalm tunes and labour songs, from notes, at sight; able to sing chants, anthems, and more difficult sacred music, from notes.

In Drawing.—Able to draw simple rectilinear figures; able to draw and shade simple rectilinear figures; acquainted with linear drawing, as applied to some mechanical art, such as carpentering, house-building, land-surveying.

As to Physical Exercises.—Acquainted with the elementary movements; acquainted with the more complex combinations; capable of conducting a class under exercise.

Besides which an examination should, when necessary, be made into their comparative knowledge of

Geography,	History of England,
Grammar,	Etymology.

The Inspector should further inquire—

The period during which each monitor has been so employed.

Whether he receives any reward or privilege.

The number of children committed to his charge, and their average age.

The classes should be then successively examined, so as to enable a general report respecting the degree and efficiency of the instruction to be subjoined to a table containing an account of the routine of the school for each class; that is, an account of the successive exercises of each class during each hour of the day, and each day of the week; stating whether the class, at each hour, is under the instruction of the monitor, or pupil-teacher, or master.

The degree of attention paid to the moral training of the children, and the means which are adopted for this purpose, deserve the especial attention of the Inspector; he will particularly note to what extent the industrial instruction of females is carried; and whether the master has any opportunity of becoming a companion to the children in their hours of relaxation. The number of holidays in each week and year deserve to be noted.

* *In the case of schools connected with the National Church,*

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* The paragraphs in Italics omitted in schools *not* connected with the Established Church.

the Inspectors will inquire, with special care, how far the doctrines and principles of the church are instilled into the minds of the children. The Inspectors will ascertain whether church accommodation of sufficient extent, and in a proper situation, is provided for them; whether their attendance is regular, and proper means taken to ensure their suitable behaviour during the service; whether inquiry is made afterwards by their teachers how far they have profited by the public ordinances of religion which they have been attending. The Inspectors will report also upon the daily practice of the school with reference to Divine worship: whether the duties of the day are begun and ended with prayer and psalmody; whether daily instruction is given in the Bible; whether the Catechism and the Liturgy are explained, with the terms most commonly in use throughout the authorised version of the Scriptures.

They will inquire likewise whether the children are taught private prayers to repeat at home; and whether the teachers keep up any intercourse with the parents, so that the authority of the latter may be combined with that of the former, in the moral training of the pupils. As an important part of moral discipline, the Inspectors will inform themselves as to the regularity of the children in attending school—in what way registered—and how enforced; as to manners and behaviour, whether orderly and decorous; as to obedience, whether prompt and cheerful, or reluctant, and limited to the time while they are under the master's eye; and as to rewards and punishments, on what principles administered, and with what results. The Inspectors will satisfy themselves whether the progress of the children in religious knowledge is in proportion to the time they have been at school; whether their attainments are showy or substantial; and whether their replies are made intelligently or mechanically and by rote. The Inspectors will be careful to estimate the advancement of the junior as well as of the senior class, and the progress in each class of the lower as well as of the higher pupils. And in every particular case the Inspector will draw up a report, and transmit a duplicate of it through the Committee of Council on Education to the Archbishop of the Province.

THIRDLY.

With regard to the third branch of the duties of the Inspectors, the Committee, whenever they determine such inquiries shall be made, will issue special instructions for the guidance of the Inspectors.

By order of the
Committee of Council on Education,
JAMES PHILLIPS KAY.

Report to the Committee of Council on Education, respecting the School in the County of
District, No.

Date of instruction from Committee of Council to inspect school.
Date of visit to school.
Date of report.

1. Name of chairman or secretary of school committee, as correspondent on behalf of the school.
2. Address—Post town.
3. By what name is the school to be known?
4. In what parish is it?
5. What is the name of nearest post town?
Distance?
Direction?
6. When was the school established?
7. Who were the original promoters of it?
8. Is it, or has it been, in connexion with, or has it derived, or received a promise of, aid from any society?
What society?
What is the amount of such aid?

Tenure and Site of Building.

9. What is the tenure on which the site is held?
10. Is the school-house erected on ground which is the property of the Incumbent as a spiritual corporation sole, or otherwise belonging to or connected with the Church of England?
11. Are the school-rooms applied to any other purpose than those of the school? to what purpose? under what regulations?
12. Is this appropriation recognised in the trust deed?
13. Is the trust deed duly executed?
14. Has it been enrolled?
15. When was it enrolled?
16. By whom were the trustees named and appointed?
17. The names and professions of the trustees?
18. What means are there for the renewal of the trust on the death or avoidance of the trustees?
19. What is the extent of the site?
Describe it generally.
How is it bounded?
How is it enclosed?
How is it drained?
20. State generally your opinion whether it is a healthy situation or otherwise?
21. In all respects well chosen, or otherwise?
22. Of what materials is the school-house built?
23. Is it thatched, or slated, or tiled?
24. In what state is it as to repair?
25. When was it erected?

26. From what funds was it erected?

27. If it was erected with aid from the Parliamentary Grant, furnish, in Appendix, a Special Report, arising from the audit of the building account, and the comparison of the reports or statements, presented to the Lords of the Treasury, or of the answers to the questions, Form A. with the receipt and expenditure; the description of the building in those replies, and in the plans transmitted to the Committee of Council, with the structure erected, and the examination of the deed of trust.

Mechanical Arrangements.

28. Furnish a rough sketch of the plan of the building, if possible.

29. What are the dimensions of the chief school-room in length, breadth, and height to the centre of the ceiling?

30. Does the school-room contain a gallery for 80 or more children?

31. When one or more class-rooms are provided for the separate instruction of a part of the children, state also the dimensions in length, breadth, and height, of each class-room.

32. Are the school-rooms sufficiently ventilated and warmed?

33. Is there a lobby, or closet, for bonnets, cloaks, hats, &c.?

34. Is an exercise-ground provided? and if so, at what distance from the school?

35. Of what extent is it?

36. Is the playground furnished with gymnastic apparatus, flying-course or circular swing, parallel-bars, and gymnastic-frame?

37. What is the nature and height of the fence with which the playground is enclosed?

38. Does the building include a residence for the schoolmaster and mistress? If not, how far is their residence from the school?

Religious and Moral Discipline.

39. Are the children assembled and dismissed every day with a psalm or hymn, and with prayer?

40. Is the Holy Bible read every day? In classes, or in the gallery?

41. Are the children taught private prayers to repeat at home?

42. Are they instructed in the Church Catechism?

43. Are they instructed in the Liturgy and Services of the Church?

44. Do all the children belonging to the Daily School attend school on Sunday and go to church?

45. Are they provided with proper church accommodation?

46. Are means taken to ensure their suitable behaviour during the Service?

47. Are inquiries made afterwards by their teacher how far they have profited by the public ordinances of religion?

48. Do the teachers keep up any intercourse with the parents or confine their attention to the children during the hours they are in school?

49. Is the progress of the children in religious knowledge in proportion to the time they have been at school?

50. Are their replies made intelligently, or mechanically and by rote?

51. Is due attention paid to the junior as well as to the senior class, and in each class to the lower as well as the higher pupils?

Means of Instruction.

52. Enumerate the books used in the school opposite the following heads:—

Reading.
Arithmetic.
Geography.
History of England.
Grammar.
Etymology.
Vocal Music.
Linear Drawing.
Land Surveying.

53. What apparatus does the school contain?

54. Are the children systematically trained in gymnastic exercises?

Organization and Discipline.

55. Are the children classed according to their proficiency?

56. Is each child always under the instruction of the same teacher?

57. Are the children taught by a succession of teachers, each conveying instruction in some particular branch?

58. What is the number of teachers?

59. What is the number of monitors?

60. What is the number of pupil teachers?

61. What is the remuneration of each pupil teacher?

As respects Rewards and Punishments.

62. Is any system of rewards and punishments adopted?

63. State whether distinction depends on intellectual proficiency.
On a mixed estimate of intellectual proficiency and moral conduct.
On moral conduct only.

64. Are corporal punishments employed?
If so, what is their nature, and what are the offences to correct which they are used?

65. If they are employed, are they publicly inflicted?

66. What other punishments are used?

67. What rewards, if any?

As respects Method.

68. Is the method of mutual instruction strictly adhered to?
69. Is the simultaneous method more or less mingled with individual teaching?

Simultaneous, or Mixed Method.

70. How far is the interrogative method only used?
71. Is the suggestive method employed?
72. Is Ellipsis resorted to?
73. Are the lessons tested
    By individual oral interrogation?
    By requiring written answers to written questions?
    By requiring an abstract of the lesson to be written from memory?

Mutual Instruction and Mixed Method of Instruction.

74. What is the number of masters?
    Of assistant-masters (if any)?
    Of monitors?
    Of pupil-teachers?

Monitors and Pupil-Teachers.

75. State the name and age of each monitor and pupil-teacher, distinguishing pupil-teachers from monitors.
76. State the period during which he has received instruction.
77. State the attainments of each pupil-teacher or monitor, separately, in the following table, marking the pupil-teachers *P. T.*, the monitors *M.*
78. To whom are the pupil-teachers apprenticed?
    For what period?
    What remuneration do they receive?
79. How many classes are there in the school?
80. How many children in each class?
81. State the proficiency of each class in the several subjects of instruction.
82. In what works of industry are the boys employed?
83. In what works of industry are the girls employed?
84. Obtain a written account, signed by the master, of the routine of employment of each class in the school, for every hour in the day and every day in the week.
85. Is any mutual assurance society or clothing-club connected with the school?
86. Is any library connected with the school; if so, of what books and of what number of volumes does it consist?
87. Is the use of the library confined to the school children, or otherwise?
88. Are the children allowed to take the books to their parents' houses?

89. What number of books was taken out in the last six months?

Attendance, Registers, &c.

90. Obtain a copy of the school-registers of admission, attendance, proficiency, and moral conduct, respectively.
91. How many children were present at the time of inspection?
    Boys.
    Girls.
92. How many have been on the books for the last six months?
    Boys.
    Girls.
93. What was the average daily attendance during the last six months?
    Boys.
    Girls.
94. Is the number of children in attendance on the increase or decrease?
95. At what rate?
96. Is punctual and regular attendance enforced?
97. By what means?
98. Do the children pay for admittance to the school?
99. Do they all pay?
    At the same rate?
100. What is the rate of payment?
101. Do the children take any meals in the school-house?
102. In what part of the premises?
103. Do the children appear to be clean?
    Neat?
104. Do they wear any distinguishing dress?
    Or badge?
105. Enumerate the holidays which occur during the year.
106. At what age are the children usually admitted?
107. To what age do they generally remain?
108. Are there any systematic means of keeping up a connexion with the school-children after their leaving school?

Schoolmaster and Schoolmistress.

109. What are the names of the schoolmaster?
    And schoolmistress?
110. Are they respectively married?
    Or single?
111. Are they man and wife?
112. Are they respectively provided with fuel, candles, and other perquisites?
113. Do they live rent-free in the school-house?
114. Do they devote their whole time to the duties of their office?

ATTAINMENTS OF PUPIL TEACHERS.

Name of Monitor, or Pupil Teacher.	Age.	Period during which he has received Instruction.	In Writing.								In Arithmetic: Acquainted with, A; Skilful, S.							In Singing.				In Drawing.			In Physical Exercises.			Comparative Knowledge of				Period during which he has been so employed.	Whether he receives any Reward or Privilege.	Number of Children committed to his charge.	Their average Age.
			Imperfectly.	Decently.	With Ease and Accuracy.	With Ease and Expression.	Cannot Write.	Imperfectly.	Decently.	With Ease and Skill.	Addition.	Subtraction.	Multiplication.	Division.	Compound Rules.	Higher Rules.	Exercises in Mental Arithmetic.	Having by Ear an acquaintance with Psalmody and Labour Songs.	Acquainted with the Elements of the Notation of Music.	Able to sing Common Psalm Tunes and Labour Songs from Notes at Sight.	Able to sing Chants, Anthems, and more difficult Sacred Music, from Notes.	Able to draw simple Rectilinear Figures.	Able to draw and shade simple Rectilinear Figures.	Acquainted with Linear Drawing, as applied to some Mechanical Art, such as Carpentering, &c.	Acquainted with the Elementary Movements.	Acquainted with the more complex Combinations.	Capable of conducting a Class under Exercise.	Geography.	Grammar.	History of England.	Etymology.				

SECOND TABLE.

Classes.	Reading.				Writing.			Arithmetic.				Geography.	Grammar.	Etymology.	History of England.	Vocal Music.	Linear Drawing.	Land Surveying.
	Letters and Mono-syllables.	Reading simple Narratives.	Reading with Ease.	With Fluency and Expression.	With Chalk on the Wall or on a Board.	On Slates.	On Paper.	Learning First Rules.	Reduction and Compound Rules.	Rule of Three, &c.	Mental Arithmetic.							
Class 1 . .																		
„ 2 . .																		
„ 3 . .																		
„ 4 . .																		
„ 5 . .																		
„ 6 . .																		
„ 7 . .																		
„ 8 . .																		
„ 9 . .																		
„ 10 . .																		
„ 11 . .																		
„ 12 . .																		
„ 13 . .																		

*If not, state what other occupation they have, the time it occupies, and its emoluments.

115. Have they received instruction in the art of teaching, in any and what training-school?

116. At what age did he (or she) become a schoolmaster (or schoolmistress)?

117. What was his (or her) former occupation?

118. State your opinion of the teachers as respects their attainments;
character;
and method of conducting the school.

119. By whom is the master (or mistress) appointed?

120. Upon what conditions, and for what period, is the appointment held?

121. Is there a written agreement?

122. Is there a sufficient facility for dismissing the master (or mistress) in case of need?

123. By whom is the master (or mistress) to be dismissed?

Government of the School.

124. In whom is the general management and control of the school vested?

125. Name the visitor (if any).
Patron.
President.
Treasurer.
Secretary.
The committee.
The trustees.

126. Do the trustees (or committee) meet periodically?

127. Are there general meetings of the subscribers and promoters of the school?

128. Is there any, and, if so, what system of constant superintendence by the committee or otherwise?

129. Is the committee active, or merely nominal?

130. Who are the active members of the committee?

131. Transmit a copy of the printed rules of the school.

132. Is there any periodical public examination of the school? What is its effect upon
The teachers,
The children;
especially as respects character and manners?

Annual Income.

133. State the amount of annual subscriptions and donations.

134. Of annual collections.

135. Of annual produce of endowment.

136. Of school-fees.

137. Of any other source of income separately enumerated.

Annual Expenditure.

138. What is the annual stipend of the master?
The mistress?
Each assistant master and mistress?
Each pupil teacher?

139. What amount was expended last year in repairs?
For furniture and apparatus?
For books and stationery?
For candles and fuel?

140. What other expenses are incurred?

Special Questions on Infant Schools.

Mechanical Arrangements.

The questions respecting mechanical arrangements in the former paper having been replied to, the following additional questions may be put:—

1. Are the walls lined with a broad belt of black board, or prepared with mastic, painted black, for lessons in chalk-drawing and writing?
2. Is a small gallery prepared with desks and boards for the instruction of forty children in drawing and in the signs of sounds?

Recreation and Physical Exercises.

3. What amusements have the children?
4. What games are encouraged?
5. Have they any and what gymnastic apparatus?
6. Are the children trained in walking, marching, and physical exercises, methodically?
7. With what result?
8. How often do the intervals of recreation occur daily, and what time is spent in recreation at each interval?

Industry.

9. How many children learn to sew?
To knit?
To plait straw?
To keep the garden-border free from weeds?
To sweep the school-floors, &c.?

Imitative Arts.

10. Do the children learn to draw, on the wall or on a board, right-lined figures from objects or from copies?

11. Do they learn to draw the Roman capital letters and numerals?

12. Are these steps the preliminaries to learning to write?
13. Do they in this way learn to write the letters with chalk on the wall, or on a board?

Learning Signs of Sounds.

I. Reading.

14. Does the school-room contain one of Mr. Prinsen's letter-boxes?
15. Has the master or mistress been instructed in the method of making the children familiar with letters—
    1. By showing them the figure of a natural object having a monosyllabic name?
    2. By analysing this word into its constituent sounds?
    3. By showing the children the sign of each sound, beginning with the vowel sound, and then combining them into the word by the phonic method?
16. Are the children expert in the various modes of using the letter-boxes to spell and read words?

II. Singing.

17. On what method are the children taught to sing?
18. Do they learn the signs of musical sounds to any extent?
19. Can they copy the notes of music with chalk on the wall?
20. Can they sing many marching or other school songs?
21. Can they sing any hymns?

Knowledge of Natural Objects, &c.

22. Are the children exercised in examining and describing, in very simple and familiar terms, the properties of those natural objects by which they are surrounded?
23. Is there a cabinet in the school stored with natural objects which the children are likely soon to meet with in their rambles or visits to friends?
24. Is there a cabinet of domestic utensils or implements of industry, of a small size, the uses of which may be explained to the children?

Instruction in the Gallery.

25. Are they instructed in any other subjects in the gallery?
26. If so, enumerate the gallery lessons.
27. How long is the usual lesson in the gallery?
28. Are the replies of the children made intelligently, or mechanically and by rote?

Discipline.

29. Are the children clean in their persons and dress?

30. Are they orderly and decorous in their behaviour?
31. Do they appear to have confidence in their master and mistress, and to regard them with affection?
32. Are any, and, if so, what rewards and punishments employed?
    On what principles, and with what results?
33. Is their attendance at school punctual and regular?
34. Examine register, and state whether it is kept on a good plan, neatly, and with care.

1.—SUPPLEMENTARY MINUTE respecting the Mode of conducting Applications for Aid from the PARLIAMENTARY GRANT.

The Committee of Council, in conducting the distribution of the Parliamentary Grant for the promotion of Education in Great Britain, during the past year, have requested the applicants for aid towards the erection of school-houses to submit to the Committee their plans, drawn according to scale, and exhibiting the arrangements of the desks, benches, and school apparatus.

The Committee have also framed their questions, Form A, so that the answers to them may afford information respecting the structure of the school-building, its drainage, and the mode of warming and ventilating it.

This information has been sought not merely to guide the Committee in apportioning the grant in some degree according to the intelligence and skill displayed in the arrangements, but also to enable them to advise the applicants respecting the structure of the buildings described in the plans, working drawings, and specifications, in order that any defective construction of the school-houses might be avoided, and that the method of warming and ventilating these buildings might be improved.

Their Lordships have also been desirous that the arrangement of the desks, benches, and school apparatus should be consistent with the progress made in methods of teaching in the most approved schools; and they therefore determined to avail themselves of opportunities of advising the promoters of the erection of school-houses concerning such of the defective arrangements which they observed as were capable of alteration without much cost, and as might otherwise prove an obstacle to the improvement of the school.

The Committee, in the minute of the 20th of February, 1840, stated that they had, at an early period of their proceedings in superintending the appropriation of the Parliamentary grant for promoting public education in Great Britain, observed that considerable expenses were incurred by the promoters of schools in the preparation of plans, specifications, and forms of contract for the

erection of school-houses, which might in many cases be avoided by the publication of a series of plans, specifications, &c., which would be available to all who were disposed to adopt them. The plans submitted to the Committee were frequently defective, both in the general character of the structure, in the means adopted for warming and ventilating the apartment, and particularly in the form and internal arrangements of the school-room. It appeared, therefore, desirable that the series of plans, &c., should be prepared, to enable the promoters of schools to avoid considerable expenses in the erection of school-houses, and to diffuse an acquaintance with the arrangements which have been sanctioned by extensive experience as best adapted to different systems of instruction.

The plans of school-houses, specifications, and estimates which the Committee at that period laid before both Houses of Parliament, and the explanatory minute with which they were accompanied, were reprinted in the 8vo. edition of the Minutes of the Committee for 1839-40, and extensively circulated throughout the country. The correspondence of the Committee contains many proofs of the advantage which has been derived by the promoters of the erection of school-houses from the information thus diffused, and many acknowledgments of its value. The Committee were, however, by no means prepared to expect the immediate adoption of their plans throughout Great Britain. On the contrary, they knew the information thus diffused to be so intimately connected with the adoption of improvements in the method of instruction, that they did not expect the general adoption of these plans to precede the general improvement of method, which will result from the foundation of schools for the training of teachers, and the publication of improved lesson-books and of manuals of method.

Their Lordships were, however, desirous to lay before the public, at the earliest period, information enabling them to avoid the creation of material obstacles to the future improvement of elementary schools, arising from the defective arrangement of the buildings and of the desks, benches, and apparatus.

A great number of schools, the promoters of which have solicited aid from the Parliamentary grant during the current year, were commenced before their Lordships' minutes were published, and the transmission and consideration of their applications were postponed until the settlement of the question of inspection by the Order in Council of the 10th of August, 1840. In a considerable number of cases, the promoters of the schools had been encouraged to avail themselves of the summer season to commence the erection of their schools, before they could submit their plans to the Committee, trusting that, under the peculiar circumstances, the Committee would admit applications made after the building had been commenced.

On this account their Lordships have not this year strictly confined their grants to cases the whole terms of which had been submitted for their approval before the building was commenced. But it is obviously important that all applicants for aid from the Parliamentary grant should ascertain, before commencing their operations, whether the title of the site of the school-house and the draft of the deed of conveyance will, in their Lordships' opinion, afford sufficient security to the public that the Parliamentary grant will be permanently devoted to the education of the children of the poor; considerable expenses may otherwise be incurred, in expectation of aid from the Parliamentary grant, on a site having a defective title, or conveyed by a deed affording insufficient security.

Many of the plans submitted during the current year have contained exactly the same faults of construction and arrangement which had been observed in a previous year, but the Committee of Council have refrained from calling the attention of the promoters of schools to these defects, in those cases in which the buildings had been previously erected, or were so far advanced as to render any alteration a source of vexation to the trustees.

The Committee have, however, made arrangements, by which, in future, the school committees and trustees may avail themselves of the information published by the Committee or possessed by this department.

1. The Committee have directed that every applicant for aid be furnished with a copy of the 8vo. edition of their Minutes containing the plans of school-houses, with an explanatory minute, specifications, estimates, forms of deeds of conveyance, and of a building contract, &c.

2. The Committee will be ready to furnish any of these plans or forms separately, from the folio edition, for the use of any school committee, and to transmit working drawings of any of the plans for which such drawings have been prepared. In those cases in which the school committees adopt in all respects the amended plans of the Committee, following as closely as local circumstances will permit the specifications, estimates, and forms of conveyance, the Committee will grant aid towards the erection of the master's house as well as the school-house, in the same ratio as that in which they ordinarily contribute to the erection of the school-house only.

3. The Committee will be prepared to furnish the trustees and school committees with their advice on any question of the construction of the school-house, or on the internal arrangements of the school-room.

4. The Committee will require a brief statement of the title of the site to be transmitted, in order that their Counsel may advise whether a further examination of the title is necessary; and whenever he may so determine, they will require such an abstract of the title as will enable him to ascertain its validity.

5. The Committee will afford the school committees and trustees the advice of their Counsel on all questions relating to the titles of sites, to the trust-deeds, to building contracts, and other legal processes.

6. The Committee are prepared to increase the number of their forms of conveyance as far as may be necessary to afford the utmost facility for the conveyance of sites of school-houses, and by such means to diminish the expense as much as possible.

7. The Committee will require that, in the conveyance of the sites of school-houses erected with aid from the Parliamentary grant, the trustees shall avail themselves of one or other of the forms published by the Committee, or that the deed shall be drawn in general conformity to one or other of those forms.

8. The Committee will require that every such trust-deed shall contain a clause stating that the school shall be open at all reasonable times to the inspection of the Inspector or Inspectors appointed or to be appointed by Her Majesty in Council, to which, in the case of Church-of-England schools, may be added the following words—"In conformity with the Order in Council, dated the 10th day of August, 1840."

9. The Committee are desirous to afford the utmost security for the due execution of the trusts of the deed by which school-houses are secured for the education of the children of the poor; they have therefore formed a registry in which an attested copy of the deed of each school will be registered and preserved. Such a registry will afford the utmost facilities to all persons interested in the due execution of the trusts of school-houses to peruse and examine the deeds, whenever, from local circumstances, the original may be inaccessible, or whenever it may be mislaid or lost.

INSTRUCTIONS RESPECTING THE MODE OF ANSWERING THE QUESTIONS, FORM A.

Committee of Council on Education,
Council Office, Whitehall, , 184

SIR,

THE replies returned by the promoters of schools to the Questions, Form A, are intended to afford the Committee of Council information by which they may be enabled to determine the comparative claims of applicants for aid from the Parliamentary grant.

They will also form a permanent record of the views and intentions of the founders of each school at the period when it was established, which may be appealed to at any future time, to secure the property from misappropriation. It is therefore important that the answers to these questions should be carefully prepared, and should be written in a clear and legible hand, and signed by the

majority of the school committee or trustees, at a meeting duly convened for that purpose, and that the date and place of meeting should be attached to the signatures. The trustees and school committee should have been duly authorized, by the promoters of the proposed school, to act for that purpose, as well as for the general management of the school.

A few observations on the mode in which some of the most important questions should be answered will obviously tend to promote regularity of procedure.

1. In the first question, the name by which the school is to be distinguished should be inserted thus:—St. Peter's, Birmingham, Church-of-England School—or, Windsor National School—or, St. Andrew's Sessional School—or, Limehouse British School—or, Spitalfields Infant School.

4. In describing the tenure of the site, care should be taken to distinguish freehold from copyhold or leasehold property, and in the latter case to state the term to which the lease extends. If the property be the freehold of a spiritual corporation sole, or other person usually disabled from conveying land, reference should be made to the Act 4 and 5 Vict. cap. 38, to ascertain whether the land can be conveyed under the powers granted by that Act, and it should be stated whether it will be so conveyed.

5 and 6. Trustees should in all cases be chosen before the replies to the questions are returned, and their names and professions stated. If any alterations be subsequently made, they should be communicated by letter to the Committee of Council.

The questions, from 8 to 26 inclusive, relating to the drainage, nature of the site, and structure of the building, &c., should not be answered without the assistance of the architect who drew the plan and prepared the specifications, or of the builder who is to erect the school-house; and if the arrangements thus described be subsequently altered in any important particular, that alteration should be communicated to the Committee of Council.

27. The plan of the school-house, master's house, and playground for the children, should be transmitted with the replies to the questions, Form A. This plan should be neatly drawn according to scale, and should display the dimensions of every room, and the arrangement of the benches, desks, gallery, and other school apparatus, and the elevation of the school-house. The name of the school should be given at the head of each drawing, and the name of the architect or builder at the foot of the design.

28. The mode of ventilating and warming the school is of such importance to the health of the master and scholars, that it ought to be most carefully considered by the school committee, and a sketch of the air-grates and flues should be included in the sectional drawings. The school committee will find useful information on this subject in the Minute Explanatory of the Plans of School-

houses, published in the 8vo. edition of the Minutes of the Committee of Council.

29. The plan of the exercise-ground, and the position of the gymnastic apparatus, should be included in the plan of the school-house.

30, 31, 32, 33, 34. The replies to these questions should be made with great care, as they are not unfrequently the subject of counter-representations, either on account of their incompleteness or their inaccuracy.

36. In the statement of the probable income of the school, it is desirable rather to transmit the list of subscriptions and donations actually obtained than to estimate their probable amount.

37. In reply to this question, the estimate of the architect or builder, duly signed by him, must be transmitted.

38 and 39. The school committee should not attempt to reply to these questions until their subscription-list contains the greater part of what they hope to derive from local contributions.

40 and 41. Under these heads the receipt or expectation of any loan or grant of money from any society or other source should be stated; and if this loan or grant be conditional, the conditions must be reported.

When the site and title of its owner have been approved by the Committee of Council, their Lordships will require that a draft of the proposed conveyance, or deed of trust, shall be submitted to their Counsel for approval. The draft should not in any case be settled without the sanction of the school committee, duly convened for that purpose, or without the advice of the legal person to whom the preparation of the deed is to be confided.

The school committee may derive useful information for this purpose from an examination of the forms of deeds of conveyance published (in the 8vo. edition of the Appendix to the Minutes of the Committee of Council, 1839-40) for the use of the promoters of the erection of school-houses. Among these forms are comprised,

No. 1. Conveyance of a site or buildings to trustees for a National School.

No. 2. Conveyance of a site or buildings to trustees for a school on the plan of the British and Foreign School Society.

No. 3. Conveyance of a site or buildings to trustees for a parish school, not being in connexion with the National Society or the British and Foreign School Society.

No. 4. Conveyance of a site or buildings to trustees for a Church-of-England School, not being a parish school, nor in connexion with the National or British and Foreign School Society.

No. 5. Conveyance of a site or buildings to trustees for a

school, not being a parish school, nor in connexion with the National or British and Foreign School Society.

The Committee of Council have directed these forms to be printed separately, and are ready to furnish a copy of any one of them to any gentlemen preparing to erect a school-house which is to be conveyed to trustees.

I have, &c.

(Signed) JAMES PHILLIPS KAY.

2.—TRUST CIRCULAR.

Committee of Council on Education,
Council Office, Whitehall, 184

SIR,

THE Committee of Council on Education charged with the distribution of the Parliamentary Grant for the promotion of Education in Great Britain, having hitherto appropriated these funds chiefly to the erection of school-houses, are desirous to diminish the expenses attending the conveyance of the sites of school-houses, by affording to the promoters of elementary education their advice and assistance in the examination of the titles of property and the preparation of the trust-deeds. For this latter purpose, their Lordships have already caused various forms of conveyance to be prepared, which they have published in the folio and octavo editions of their Minutes for 1839-40, and which they are ready to transmit for the use of the School Committees engaged in the erection of school-houses. The Committee are prepared to increase the number of these forms as much as experience may prove to be necessary or desirable, and thus to reduce as much as possible the cost of conveyance of the sites of school-houses.

Their Lordships direct me to draw your attention to the third section of their fourth regulation, dated 24th September, 1839, in which they state that, "before any application for aid shall be entertained, the Committee will require to be satisfied that the site of the school-house has been obtained with a good legal tenure, and that by conveyance to trustees it has been duly secured for the education of the children of the poor;" and to the third clause of the certificate (to a similar effect) required to be signed by all recipients of aid from the Parliamentary grant.

For the purpose, therefore, of affording the utmost facilities for the acquisition of such property, and of increasing the security of the tenure, in order that the objects sought to be accomplished by the Legislature may as much as possible be placed beyond the risk of failure, by imperfection in the titles or in the conveyance of the sites of school-houses, their Lordships have determined to

refer the examination of the titles and trust-deeds of such sites to their counsel.

I am therefore to request that you will transmit to this office, as early as may be convenient to you, a short statement of the title of the present owner of the land which is to form the site of your school. Their Lordships will not require a regular abstract to be made in the first instance. They wish also to know whether the site is at present unoccupied or under lease, and whether it is to be acquired by purchase or gift. This information is now sought in order that the examination of the title may take place before your application is brought under the consideration of their Lordships.

I have, &c.

3.—CIRCULAR TO TWENTY-NINE MINING PROPRIETORS IN MONMOUTHSHIRE.

Committee of Council on Education,
Council Office, Whitehall, March 25th, 1840.

SIR,

THE Committee of Council have had before them the report of an inquiry made in pursuance of their directions, by their Inspector of Schools, Mr. Tremenheere, into the state of the education of the poorer classes in the district in which you reside. Their Lordships' attention has been drawn to the lamentable deficiency of the means of elementary instruction in a great portion of that district: they find that in most parts few schools exist, or that those which do exist are so inefficiently conducted as, with few exceptions, to be incapable of exercising any salutary influence upon the manners, habits, and condition of the labouring population.

The Committee of Council, being anxious to give immediate effect to their wish to provide the means of an efficient elementary education for this population, are desirous to encourage the erection of school-houses, and the settlement of well-instructed and religious men as teachers of elementary schools, throughout this district; and feeling assured that you concur with them in considering such measures as highly important to the future welfare of the labouring population by which you are surrounded, and not less to the security of property and to the peace of society, are disposed to offer you and the other persons locally interested, who are disposed to co-operate, their assistance for the establishment of a school in your immediate neighbourhood.

My Lords, therefore, direct me to transmit to you the enclosed copy of a Parliamentary Paper, containing extracts from their minutes, in which you will find the regulations by which the

distribution of the Parliamentary grant is ordinarily determined. Considering the peculiar circumstances of the district, my Lords are disposed to exceed the usual limit of the grants made for the erection of school-houses, provided they can be assured, by the nature of the plan selected, the form of the trust-deed, and the amount of the annual income provided for a teacher, that the school will be permanently supported and efficiently conducted. I am therefore likewise directed to transmit for your information the enclosed plans of school-houses, with an explanatory minute, as well as forms of conveyance of various kinds of schools, and to inform you, that, if you are disposed to select one of the above plans and forms of conveyance, my Lords will further furnish you with a form of building contract, with working drawings, specifications, bills of quantities, and estimates for any school, the plan of which you may select.

If, further, the means can be provided for defraying the annual expenses of the schools, so as to secure the services of a teacher trained either in the Normal School of the National Society or of the British and Foreign School Society, or in one of the Normal Schools of the Church of Scotland, or in some other school which their Lordships may approve, they will be disposed to afford you one-half of the estimated expense of erecting a school-house according to the plan, specification, and estimate which you may select, upon the transmission of the usual certificate.

I have, &c.

(Signed) J. P. Kay.

To the Right Honourable the Lords of the Committee of Council on Education.

The Memorial of Sir *Thomas Phillips,* of Newport, in Monmouthshire,

Sheweth,

That in the county of Monmouth are several collieries, whereby coal for exportation from the port of Newport is supplied in large quantities.

That those collieries are situated in a district which comprises large portions of the parishes of Bedwelty, Machen, Risca, Monythusloyne, Llantriddel, and Aberystwith; and that a population of many thousand persons is employed at or dependent upon such collieries.

That, so far as is known to your memorialist, there does not exist in the entire district a single school capable of exercising much salutary influence upon the youthful members of that population.

That, in the month of November, 1839, several thousand armed men assembled by night, and marched upon the town of Newport, with the view, by terror and violence, to subvert the institutions of their country; and, in furtherance of such object, commenced an attack upon the magistracy, the constabulary, and the military, on which occasion many lives were lost; and that a large portion of the insurgents inhabited the colliery district, and received constant and profitable employment at the collieries.

That, in the judgment of your memorialist, the peace of that district still depends upon the presence of an armed force of sufficient strength to overawe the disaffected portion of the population; but that, although such a force may restrain violence, and thus afford time for reflection to operate, it cannot influence opinion.

That the only agency by which the ignorant and disaffected portion of the population of the district can be taught their duty to God or man is to be sought for in providing for them the means of sound moral and religious training, and that the public funds now at the disposal of the state seem inadequate to accomplish this object in any other manner than by aiding and encouraging the erection of schools and the establishment of well-instructed and religious men as teachers.

That your memorialist is, to a small extent, interested in collieries now at work in the parish of Monythusloyne, near Newport; and, being impressed with the conviction that the relation of master and servant imposes upon both high moral duties, he is prepared to undertake the erection of a school and school-house, and the support of a schoolmaster, in a convenient locality within that parish.

That your memorialist desires to provide convenient accommodation for 200 or 250 children, and to secure a site which shall be conveyed in perpetuity, for the purposes of affording to the children of the poor a sound moral and religious education; and that he is informed the cost of the buildings, in a district where labour is dear, will exceed 600*l.*, exclusive of the site.

That the inhabitants of the district consist, with a very few exceptions, of the workmen employed at or dependent upon the collieries; and that no local assistance can be expected by your memorialist, either for the erection of the buildings or the permanent support of the school.

That, although your memorialist has felt himself reluctantly compelled to abandon the hope of being able to carry into execution a comprehensive and extensive scheme for educating the children of the poor throughout the colliery district of Monmouthshire, he entertains a well-grounded belief, that when the proposed school shall be established, the example thus set will be generally imitated by the colliery proprietors of the neighbourhood.

Your memorialist therefore humbly solicits from your Lordships a liberal grant towards the erection of the proposed buildings.

(Signed) T. PHILLIPS.

11th November, 1840.

Committee of Council on Education,
Council Office, Whitehall, 13th Nov. 1840.

SIR,

I HAVE the honour to acknowledge the receipt of your letter, dated the 11th of November, and of the enclosed memorial relating the circumstances under which you apply for aid for the erection of a school at Newport in Monmouthshire.

My Lords greatly regret that you see no hope at present of procuring the co-operation of the colliery proprietors in one general and well-considered scheme for the education of the mining population of Monmouthshire. Your own exertions, however, inspire their Lordships with the hope that the duties which arise from the relations of the proprietors of collieries to the population labouring in the mines will, ere long, be as fully acknowledged by others as by yourself. Already the imminent danger of a great public calamity has proved that the security of property and the peace of society are liable to disturbance in that district; and their Lordships conceive that it is consequently apparent that it cannot be the interest of a great body of wealthy proprietors that the labourers (by whose misguided turbulence this security and peace have been disturbed) should continue the prey of low moral habits, to a large extent without religion, in gross ignorance, and consequently the easy victims of the disaffected and of the emissaries of disorganising doctrines. Nor can it be the interest of proprietors, who have so much wealth at stake, that the children of this population should grow up ignorant, irreligious, corrupted, and misled. My Lords conceive that the same motives which induce merchants and manufacturers to devote a portion of their annual profits to the insurance of the capital they employ in trade ought to be sufficient (even without any reference to moral considerations of much greater dignity and importance) to deter sagacious men from leaving their wealth exposed to the dangers of popular tumults and secret violence, when a comparatively small annual expenditure, judiciously employed in introducing the elements of civilisation and religion, would render society harmonious and secure.

The law, which secures the life of the most destitute and abandoned at the expense of the property of the country, confers this great benefit, among other considerations, in order that property may be the more secure. The principle has thus been recog-

nised, that insecurity of life and insecurity of property are inseparable. Equally inseparable, in the opinion of their Lordships, are the insecurity of property and that want of the power of useful self-guidance which is the characteristic of ignorance and irreligion among the labouring classes of the people.

Their Lordships conceive that to leave a population, receiving comparatively high wages, like that of Monmouthshire, without the means of acquiring knowledge for themselves, or of giving their children a useful religious education, is both improvident and peculiarly dangerous. It is dangerous, because high wages are weapons of self-destruction in the hands of men so uncivilised as to be incapable of resisting temptation to the abuse of spirituous and fermented liquors; and because the habit of drinking in beer-shops and taverns is the first step in the neglect of domestic and social duties, and affords an opportunity to the emissaries of the disaffected to influence the population; of which opportunity they are, in periods of popular tumult, always ready to avail themselves. It is improvident, because the wages themselves would enable the population, with judiciously-administered assistance and advice from the proprietors, to unite with their employers in supporting schools for the education of their children, and in establishing the means of cheerful and instructive intercourse among themselves.

These considerations are based on the comparatively low level of a wise foresight concerning the interests of the industry and trade of the district, which will be prosperous in proportion as capital is secure, and as the labourers are skilful, intelligent, steady, and industrious. Considerations of a higher character would suggest that property has its duties as well as its rights, and that to neglect the opportunity to promote the well-being of a dependent population, by refusing to furnish them with the means of self-improvement, is an evil resembling the neglect of a parent to train up his child in the way he should go, and implies the neglect of an obligation similar in character to the parental duty, though vastly different in importance.

My Lords direct me, in transmitting to you the enclosed forms and instructions for your guidance in conducting your application to this Committee through its usual steps, to assure you that they are anxious not only to afford you as liberal assistance as is consistent with their regulations and with their views of the wants of the important district on behalf of which you apply, but they are solicitous that their assistance should be so administered as to prove most effectual means of removing the evils described in the Report of Her Majesty's Inspector, Mr. Tremenheere.

I am to remind you that, in holding out the prospect of more liberal aid for the erection of schools in this district, my Lords expressed their desire that the plans of school-houses selected

should be consistent with the most recent improvements in elementary education, as confirmed by the experience of those parts of Europe where the greatest attention has been paid to the discipline and management of schools. They were not less solicitous that the steps taken in the selection of the schoolmaster and his assistants should be such as to warrant their unqualified approbation. Their Lordships express their anxiety on these subjects, because they are convinced that mere instruction in the rudiments of elementary knowledge (which is too commonly the limit of the usefulness of an elementary school) contains within it no element efficacious for the redemption of the people from semi-barbarism to the enjoyment of the benefits of Christian civilization.

My Lords therefore think that your school arrangements should be such as to put into the hands of the schoolmaster and his assistants the most perfect means of education, and that the previous instruction of the master and his assistants in the knowledge appropriate to well-conducted elementary schools, and his training in the discipline and method adopted in such schools, should have been completed so as to warrant their Lordships' confidence.

Subject to such considerations, my Lords direct me to renew to you the assurance that you may expect half the cost of the school-buildings from this Committee.

I have, &c.

(Signed) JAMES PHILLIPS KAY,
Secretary to the Committee of Council on Education.

To Sir Thomas Phillips.

4.—MINUTE on CONSTRUCTIVE METHODS of TEACHING READING, WRITING, and VOCAL MUSIC, published by direction of the Committee of Council on Education.

THE Committee of Council on Education deemed it important to ascertain at an early period in their labours, whether the methods adopted in the best elementary schools in this country resembled those sanctioned by the experience of the best primary schools of the Protestant States of Europe. Varieties in method may be attributable solely to differences in detail, or they may result from the influence of principles essentially distinct. It appeared important that such varieties should be analysed; and differences in detail, referable to similar principles, separated from varieties created by principles essentially distinct.

Among the varieties of method observed in the best primary schools of Germany, Switzerland, Holland, and Prussia, two principal classes attract the attention even of a cursory ob-

server:—1. Methods of a synthetic or constructive character. 2. Analytic methods.

The Socratic* method might be pursued either synthetically or analytically, but it was most commonly employed in the former mode. Pestalozzi was the chief restorer of the synthetic methods to Europe, and Jacotot and others have endeavoured to propagate peculiar developments of analytic processes. Mere dogmatic teaching cannot be said to belong to either class, but when followed by explanations may be regarded as an analytic method. An attentive examination of the details of school management in great numbers of elementary schools throughout Protestant Europe shows that the synthetic or constructive methods prevail in Germany, Switzerland, Prussia, and Holland.

The authority of Pestalozzi's teaching is acknowledged in Holland, Switzerland, and some parts of Germany. In other provinces, where the methods are strictly constructive and closely resemble those pursued by him, they are not so directly attributed to his influence.

The Committee of Council having recognised the general prevalence of the synthetic or constructive methods of instruction in elementary schools in Protestant Europe, have deemed it desirable to furnish the schoolmasters and promoters of schools in this country with examples of the application of such methods to three departments of instruction, viz.—reading, writing, and vocal music.

Before describing the application of the principle to these divisions of elementary instruction, the general relations of the principle itself deserve some consideration.

During infancy the child has to become acquainted with the external world: his senses are in incessant activity; the sense of sight has to be placed in harmony with the sense of touch and of muscular movement; the distance, form, weight, and other qualities of objects have to be determined; the child is making continual discoveries; it constantly presses upon the region of the unknown. This process is chiefly synthetical. It is by the acquisition of new facts, and their combination with those already known, that the child gradually acquires knowledge, and corrects the errors into which he has fallen.

In the acquisition of language he is greatly aided by his faculty of imitation. In the use of this faculty he proceeds in two separate directions. In the imitation of *sounds* he first tries those which are shortest and simplest, and gradually acquires the more complex. A similar law determines his progress in all that relates to the *structure of sentences.* He acquires the names of objects with which he is familiar, and first of those which interest his affections. Then he learns to name the qualities of

* The method of a logical arrangement of questions.

those objects. Their motions, actions, and influence on other bodies follow; and in these and every other part of his acquirements the simple precedes the complex. By this constructive process all his early acquirements are made.

Pestalozzi proposed to imitate this process in the further education of the child. Analysis appeared to him the duty of the educator, and the necessity for education was equivalent to the need of an interpreter of natural and moral phenomena.

The influence of tradition, and of more sure and permanent records, on civilization, are in harmony with this view of the means and limits of self-education, and of the first duties of a teacher.

In determining the mode of applying this process to any subject of instruction, that subject may be regarded from many points of view, and in each of these directions it may be found important to apply the same process. For example, language may be analysed:—1. In relation to the sounds of which it is composed. 2. In relation to the signs of those sounds, as a printed or written language. 3. In relation to the combination of those sounds from words into sentences. 4. As respects the objects and subjects of which it treats. 5. As respects the laws of its structure, and modes in which it may be employed.

A child has commonly made considerable progress in the first and third of these departments of languages, by combining such sounds as he finds it most easy to acquire, before he has been called to examine the second; and here it is evident that his powers of analysis, or of any useful acquisition, would fail, without the aid of a skilful interpreter of the printed or written sign.

It is at this point that the instruction given in an elementary school ordinarily commences; and the difficulty of teaching to read the English language by any clearly constructive process has frequently engaged the attention of persons who have written on this subject, and has been the object of many very ingenious methods, which, however, from their imperfection, have been only partially adopted.

Consequently, the masters of elementary schools have generally persevered in a purely dogmatic method of instruction in reading, exercising no faculty but that of memory, and requiring, from that faculty, exertions greater than are demanded at any subsequent period of instruction.

The difficulties experienced by all who have attempted to introduce more rational methods of teaching to read have arisen from the great variety of the sounds which are represented by the same signs in the English language, and the variety of the signs which are frequently used to denote the same sound. This complexity has appeared too great to be surmounted by any attempt to arrange the signs of sounds in a rational order, ascending from the simple to the complex. A proposal made by Mr. Edgeworth contained in it the principle which has been adopted with greater

or less success in those countries in which elementary education has received the most skilful development, and it happily describes the common errors.*

In teaching a child to read, it is necessary first to teach him to recognise the simplest elements of sounds, and to show how they are combined to form the words with which he is familiar. In selecting words for this purpose the teacher is careful that they shall contain elementary sounds of the simplest kind, and in their simplest combinations, first—and then to proceed to those which present somewhat more difficulty.

The child is accustomed by frequent repetition to this reconstruction of words, thus analysed by the teacher. It acquires by degrees a knowledge of the simple sounds, and is enabled to recognise them in the words which it hears. It is thus prepared to understand that letters represent the sounds of which words are composed, and with many of which it has become familiar. The remaining difficulties would soon be surmounted if the sounds were all simple, and if they were invariably represented by the same letter, or if the same letter did not often represent more than one sound. Some of the radical sounds of the English language are, however, compounded of two simple sounds.

This complexity renders any phonic† analysis of the language exceedingly difficult. The preface to Walker's Pronouncing Dictionary enumerates the chief varieties of sound which occur, and the various modes of representing them by letters; and at first sight it would appear rather to cause an increase than a diminution of the difficulties of teaching children to read, if all these varieties are to be distinguished in teaching. This would be true if the labour of the analysis had to be encountered by every schoolmaster, or if it were impossible to furnish him with a manual making him acquainted with the principles on which the analysis is conducted, and on which the instruction is to be communicated; and also (which is of pre-eminent importance) present him with lesson-books in which in each successive lesson the children advance from one combination or class of combinations to another, without having their reasoning powers distracted by the occurrence of varieties not referable to the same law, or with which they have not previously been made acquainted. By such means the schoolmaster may obtain, in a compendious and simple form, a clear view of the principles on which the phonic combinations of the language depend. He may receive concise directions as to the extent to which it is necessary or desirable to make children acquainted with these principles, and, as far as such instruction is desirable, with the method of conveying it. He is spared all the labour of analysis and arrangement, and he is only

* Practical Education, chap. ii., on Tasks, vol. i.

† Analysis according to the sounds of which the spoken language is composed.

required to exercise persevering care and attention in communicating from day to day the lessons which succeed each other in the primers provided for that purpose.

Such a method recognises in the child a being whose reasoning powers are immature, yet a rational creature, whose memory may be most successfully cultivated when employed in subordination to the reasoning faculty. It depends to a large extent for its success on the truth that it is more difficult to remember contradictory facts (or those which seem so) than classes of consistent facts which express a rule or law satisfactory to the reason. In the former case, each fact has to be separately remembered, and the memory is therefore vexed with numerous independent efforts. In the latter, the pupil remembers classes of facts associated by some law more readily than he remembers the individual facts when presented to his mind without any attempt at arrangement. In the former case, the facts appear to be not merely separate, but contradictory; and in proportion as they are irreconcilable with any effort of the reason will they be difficult to remember. On the contrary, to show to a rational creature the mutual relations and dependence of facts presented to its intelligence, is to afford the greatest assistance to the memory, by enabling it to associate these facts in consistent groups, under a comparatively small number of laws.

As an exercise, therefore, both of the memory and of the reasoning faculty, the constructive method of learning the phonic varieties of the English language is a means of cultivating the intelligence exceedingly superior to that which depends on the power of the memory to charge itself with the burthen of facts, not only separate, but apparently contradictory.

For a child to commit to memory that which it cannot understand is a difficult and by no means a salutary exercise of the intelligence; but to conduct the instruction of a child, not only without any attempt to cultivate its understanding, but to require it to charge its memory with facts which, because contradictory, must be repulsive to its reasoning powers, is worse than useless. By such means a child at an early period separates all ideas of pleasure from instruction. The tyranny of schools commences when any unreasonable effort is required. In this way, likewise, is repressed that earnestness which characterizes the early efforts of childhood. Its generous spirit can only be cherished by leading it from one truth to another, and not from one contradiction to another. It is hurtful to the moral sense to commence the instruction of children, by requiring them to commit to memory what they do not understand, or what is contradictory, and therefore revolting to their understandings. The moral sense can only be successfully cultivated by inspiring the child in every process of education with a love of truth. The first step to this result is to satisfy the intelligence on every point which can be

rendered clear. The means to this end are the arrangement of the facts presented to the mind of the child in such order that each new truth may naturally succeed, and be supported by those which have preceded it, so that the child may require neither any great effort of the intelligence to comprehend, or believe, or remember, that which it is the object of the master to teach.

By the opposite method schools are rendered repulsive to children. Their own efforts do not second those of the teachers, because they are required to do what is unreasonable. Then what cannot be secured by persuasion and gentleness is too often sought by ruder means. The fear of punishment and the hope of reward take the place of the love of truth and the sense of duty; and the school degenerates from its resemblance to a well-ordered family, in which the most powerful agents are the conscience and mutual affections, into a little society where offences are repressed and obedience is encouraged—where the stimulus of emulation and the fear of correction are the chief agents in securing that intellectual progress which becomes the main object of the school, though it is sought by means less efficient than those which are more consistent with the cultivation of the moral sense.

These general principles are applicable to the employment of every variety of the synthetic or constructive methods in the earliest stages of elementary education. It is a common mistake to suppose, that those educators who adopt strictly constructive methods, in all the early steps of instruction, reject the analytic methods when the mind has been strengthened by the exercise of all its powers, and when it is thus prepared for the independent efforts required in analysis. On the contrary, at a certain stage in education, it is not only expedient, but indispensable for the attainment of the highest results of intellectual cultivation, that the faculties should be exercised in analysis, and that when sufficient skill has been obtained, independent efforts should be required in which both processes are combined.

The Committee of Council, however, desire only to furnish specimens of synthetic methods applied to three of the simplest branches of elementary instruction, viz., in teaching to read, to write, and to sing.

In the preceding general remarks, the principles on which the phonic method of teaching to read rests have been, to a certain extent, described. For other details of the method, reference must necessarily be made to the Manual which accompanies the Primers prepared for the use of elementary schools.

Previously to the preparation of the Manual and Primers, the Committee caused inquiries to be made in Holland, in Germany, and in Switzerland, respecting the forms which the "*Laut Méthode*" assumed in those countries. These inquiries led to the selection of a Saxon schoolmaster at Dresden, to whom, under the superintendence of their Secretary, was committed the labour of

arranging the characteristic words of our language, according to their phonic character. This primary labour occupied three months of close attention, and Mr. Senf then returned to Dresden. The materials, thus prepared, formed the elements from which the Manual and Lessons were composed. Several months were necessarily occupied by the preparation of the lessons, from the great difficulty of combining in them other objects of education, with that of teaching the art of reading. This work has been, to a certain extent, confined to Mr. Thurgar.

In Germany, artificial combinations of letters are admitted into the lesson-books on the "*Laut Méthode,*" as the representatives of the combined sounds of the language, or parts of words are employed for this purpose. It was necessary, in the preparation of the English Primer, to discard this means of representing these sounds, because, in our language, the same series of letters have frequently so different a value in different words. The difficulties of the analysis were greatly increased by the necessity of discarding this mode of representing combined sounds. The importance attached by Mr. Wood, of Edinburgh, to the use of words, instead of arbitrary combinations of letters (because he was thus enabled at the earliest stages to accustom the child to seek a meaning in everything that he read), formed another ground for refusing the aid of arbitrary combinations of letters, or using syllabic sounds separately from the words in which they occur. By using real words to represent the combined sounds, in their simplest as well as in their more complex forms, the examples given in the primer are all consistent with the usages of the language, and the examples have a meaning which renders it easy to employ them, in lessons conducted on the interrogative plan of the Edinburgh Sessional School, as simple intellectual exercises. The examples of sound are therefore, from the first, used in the exercises on reading which follow each group of words.

When the words used in successive lessons are thus confined to those which can be arranged in some phonic variety, the accompanying lessons must be less free than if they had been, as is ordinarily the case, written without reference to these restrictions. The effort to reconcile the strictest adherence to the phonic method with the intellectual method of Mr. Wood (shown in the Lesson-books of the Edinburgh Sessional Schools, and afterwards in those of the Commissioners of National Education in Ireland) greatly enhanced the difficulties of the work.

The relinquishment of either of these advantages appeared, however, to involve so great a loss, that it was deemed expedient to make a persevering effort to overcome these grave difficulties. The Manual and Primers, though small volumes, are the result of much labour, which, it is hoped, will be spared both to the teacher and the child.

In Germany and Holland much importance is justly attached

to the use of the "*Letter Case*," or "*Reading Machine*," in giving instruction, especially in the early steps of the phonic method, when, as is commonly the case, young children or infants are the subjects of the master's instruction. In the Manual will be found a description of this machine, and of the method of employing it in the instruction of a class. It is very desirable that it should be introduced into schools whenever the Lesson-books are used.

A master of ordinary intelligence will be enabled, with the aid of the Manual, to comprehend, in a very short space of time, how the machine is to be used for the instruction of children, and, with a little practice, to acquire sufficient skill in its use.

The Committee of Council will give such instructions as may enable properly authorized persons to prepare the letter-case without error; but it is desirable the public should understand that minute instructions, and some superintendence in the preparation of the letters, are necessary to the avoidance of error.

An acquaintance with the printed character is ordinarily a preliminary to learning to write. This order is, however, reversed in the instruction communicated in the elementary schools of the canton of Zurich, in Switzerland, and in some parts of Germany. The children in these schools are taught to write before they learn to read: this change depends on the importance which the educators in these countries attach to the strength of the faculty of imitation in very young children, and to the great assistance which may be derived from this faculty in the earliest stages of instruction. Before any attempt is made to teach very young children to write, they are exercised in imitating straight lines, and rectilinear figures, or curves resembling those used in writing, and in drawing simple rectilinear objects. By these means, and with the aid of a careful arrangement of the written characters, in the order of their comparative simplicity, the children learn to write before they learn to read, and writing forms an important agent in all the subsequent processes of instruction.

The results obtained in these schools justify the importance attached to the early exercise of the faculty of imitation. The children are, by the writing-lessons, led to distinguish the characteristic forms of the written and of the printed characters with much greater ease and success. The schools also prove with how much pleasure and ease very young children may learn to write. The lessons appear rather a child's pastime than a task, because they are adapted to the exercise of a faculty at that period in a state of great activity. If a constructive method be employed, and the expedients adopted in this method be applied by the master with sufficient vivacity of manner, and with uniform gentleness of disposition, he will soon succeed in teaching the children of an infant-school to write. In the canton of Zurich a constructive

method of teaching to write is employed; but that method appeared less skilful, both in analysis and arrangement, than the method employed by M. Mulhäuser, at Geneva.

The Committee of Council have, therefore, preferred placing the method of M. Mulhäuser in the hands of schoolmasters as an example of a constructive method of teaching to write.

The method of teaching writing described in the Manual of M. Mulhäuser's Method has no claim to the honours of an invention, but should rather be considered as systematising that which has usually been taught without any system. The author was led to turn his attention to this subject in consequence of his being appointed, in 1829, by the Genevese Commission of Primary Schools, to inspect the writing classes. In this situation he observed the vicious character of the system of instruction, which there, as with us, seemed altogether to depend for its rules on the caprice of each teacher, and only to require of the pupils an exact imitation of copies by an operation wholly mechanical. At the end of the year he presented a Report to the Commission, which led them to engage him to prepare a plan for the improvement of the system hitherto pursued, and the work, adapted to English use by direction of the Committee, is the result of his labours.

After a trial of the method proposed by M. Mulhäuser, the Commission unanimously determined to adopt it, and since that time their yearly Reports have always spoken in the highest terms of the advantages that have attended the change, among which, besides the all-important one of a good hand-writing acquired in a comparatively short time, the habits of order and cleanliness which it promotes have always been conspicuously mentioned. The Report of the Commission of December, 1831, thus expresses itself:—

"We have daily reason to congratulate ourselves on the success attending the new method of teaching writing, and to thank the author, to whose perseverance and devotion to elementary education we owe this improvement. Pages taken at random from the copy-books of the boys,—which not being prepared for show are not liable to the objection of unfairness commonly made to selected examples,—have been placed before good judges, who have expressed their full approval of them; and it is still more worthy of remark, that the exercises written from dictation were not inferior to those written as studies of caligraphy. The system, instead of being arbitrary, is reasoned out from first principles, and causes the pupil to make a rapid progress in the art, at the same time that it exercises his intelligence. The division and arrangement of the places preserve perfect order in the class. Everything is in its place at the commencement and end of the lesson. The girls' classes present results not less satisfactory, and some specimens of their writing may rival the best that can be produced

from other schools. Many girls, who were wholly ignorant at the commencement of the study, have been enabled to write words from a dictation of the elements in five months. The system has also greatly contributed to the order of the schools; silence is better observed, and already a successful trial has been made to do without the sub-monitors, leaving the schools to the sole superintendence of the schoolmistresses and the general monitors."

The Education Committees of Vevey and Lausanne have adopted this method, and it has also been introduced into the Normal School at the latter place, whence it has of course been transplanted into all the schools of the Canton. Persons have seen with surprise the rough children in these village schools learn to write in a few months; in the Infant School at Geneva, children five years old were found readily to comprehend and apply its principles, and one of the best known inspectors, surprised at the ease with which they seemed to understand the system, studied it himself for the purpose of using it in teaching his own son. The opinion of so experienced a judge may be worth quoting; he says:—"To teach children to think is of primary importance; in vain will their memories be loaded with a variety of knowledge if, in the midst of this abundance, their thinking powers remain uncultivated; for, while we occupy them solely with results, the instrument of thought is neglected, and instruction becomes a useless luxury; instead of a man, we turn out a scholar. We must return to more rational methods, and escape from the routine which converts instruction into mechanism, and the child into an automaton."

In observing the process which nature pursues in developing the intelligence, we see the senses of the infant first in activity; they are employed in collecting facts; the mind then gradually puts forth its power, it compares, combines, and at length even analyses the facts presented to it. Thus the child raises his attention above material objects. But whatever may be the differences which mark these successive periods of intellectual progress, the method of education which suits them is always the same. From the most elementary knowledge to the highest speculations one method is universally applicable. This consists, first, in carefully examining the constituent parts of any object before us, *i. e.*, in *analysing* it; secondly, in classifying and separately considering these component parts. This is the work of the teacher in elementary schools; thirdly, in reconstructing the object which has thus been decomposed by the analysis of the educator, *i. e.*, in operating by synthesis. This is the work of the pupil, by which he is prepared for the more difficult labour of analysis. When his mental powers are exercised in this way the attention is actively engaged. Once thoroughly understood, the new object of study fully satisfies the intelligence, and becomes as it were a part of it.

The application of these principles to writing seems to have been fully understood by M. Mulhäuser. Formerly, at least in our schools, the method of teaching to write, from the absence of any acknowledged system, was necessarily abandoned to the inventive powers of each master. The lessons consisted in imitating copies with more or less exactness, without any effort on the part of the teacher to enable the child to comprehend the constituent elements of the forms he was required to copy; and therefore the faculty of imitation, and the mechanical dexterity of the fingers, were exercised without any assistance from the constructive powers. The error in this process was similar to that which characterized the earliest steps in other departments young children were required to perform the complex, before they were able to accomplish the simple. The labour of analysis was imposed upon them before they had become familiar with the easier process of combination.

The method of Mulhäuser consists in the decomposition of the written characters into their elements; and the classification of these elements, so that they may be presented to the child in the order of their simplicity, and that it may copy each of them separately. The synthesis, or recomposition of these elements into letters and words, is the process by which the child learns to write. He combines the forms which he has learned to imitate. He recognises each separate simple form in the most difficult combinations, and, if he errs, is immediately able to correct the fault. If the master himself inadvertently commits a blunder, the child will often rectify it, without hesitation.

The method enables the child to determine, with ease, the height, breadth, and inclination of every part of every letter. It would obviously be difficult to do this by rules alone, and such rules would not be easily understood by children, and would not be remembered without much effort. The method leads the children to the result described by practical expedients, and such rules as are desirable to rationalize these expedients are easily remembered as appendages to that which is recorded in the child's experience, though the rules would probably be forgotten, if such practical demonstrations did not precede them.

The Pastor Naville, whose work on *Education Publique* was crowned with a prize by the French Academy, has introduced this system into his own school, and describes it as remarkable for the simplicity of its principles, the skill shown in the gradation of the exercises, in the union of the theory with the practice, and the art with which the intelligence of the pupils is brought into action. The Parisian Society of Elementary Education appointed Commissioners, in 1834, to investigate and report on the system. Their opinion, which was given at considerable length, and entered minutely into the subject, fully confirmed what had been said in its favour; and subsequently the French Minister of

Public Instruction directed two Inspectors of the Academy to make themselves acquainted with the method, and report to him the result of their inquiries. Their report was so favourable that the author was immediately invited to make a trial of his system in the Normal School at Versailles, and in one of the Primary Schools connected with that establishment. After eleven days' instruction, a public trial of its effects was made in the presence of the Director and Professors. The children of the Primary School, who could previously write passably on the common method, were found fully to have comprehended the most difficult parts of the system. One boy in particular, eight years old, excited some surprise, by giving to the class the difficult word *invariablement* to be formed in their heads from a dictation of the elements without slate or paper, when the whole class pronounced the word simultaneously. M. Lebrun, the Director of the Normal School, expresses himself as follows in his Report:—

"The teaching of writing presents two distinct parts: the theoretical part, which consists in a rational analysis of the forms of written characters; and the practical, which gives the means of arriving rapidly at the habit of forming the characters correctly.

"Generally, attention has been almost entirely confined to the second part, under the impression that it is useless to reason with children, and that they are to be treated as machines, whose business is to move, and not to reflect. The author of this new method is guided by an entirely different principle, and I am happy to find that his views coincide in great measure with my own. Nothing is more simple or easy to comprehend than the analysis which he has made of writing. The method generally adopted presents a useless multiplication of elementary characters. One method that has been introduced into several schools has seventeen. The author reduces them to four, and from these four elements, which are learnt with the utmost ease, are produced all the letters of the alphabet. The advantage of this simplicity appears unquestionable. The child, accustomed to draw the elements of the letters with an exactness required by the rule impressed on his memory, cannot write badly if he has paid attention to the instruction. The teacher does not dictate a letter which can leave the pupil in doubt as to the precise thing that is required of him, but pronounces in succession each element of the letter, which the writer follows, without thinking of the letter itself.

"These enigmas both amuse and force the children to reflect. I am peculiarly pleased with this part of the system; it induces reflection while it amuses like a game, and thus pleasantly calls into action the intelligence of the pupil.

"The sixty children whom I placed under the tuition of the author, perfectly comprehended all his rules and precepts in less than twelve lessons. It is true that they could previously write

passably, but the intention of M. Mulhäuser was not so much to prove the progress that children wholly ignorant could make in a given period, since he could only remain a short time at the school, as to enable us to understand and appreciate the means he employed.

"Finally, I have to report that the trial we have made has had the most successful result, and the method of M. Mulhäuser appears to me every way calculated to ensure and hasten the progress of the children, while his discipline and arrangement of the classes show, in my opinion, a remarkable knowledge of the qualities and faults of infancy. Our schools cannot but profit by the entire adoption of the principles recommended by so experienced and able a teacher."

The testimonies in favour of the utility of this system might be increased in number, but the testimony of the foregoing competent judges will be considered a sufficient guarantee of its worth. It has not, as far as is known, been introduced into Germany, possibly because, owing to the old form of letter still in use there, a new work, and not simply a translation, would be necessary for the purpose, though the principles of the method are as applicable to the German as to the Roman character.

PREFATORY MINUTE of the Committee of Council on Education relating to a Manual of Vocal Music.

The information derived from the Inspectors of Schools and from various other sources had made the Committee of Council acquainted with the fact that vocal music has been successfully cultivated in comparatively few of the elementary schools of Great Britain. In the Sunday-schools of great towns the children had commonly been taught to sing, in an imperfect manner, certain of the psalm and hymn tunes used in Divine worship. These tunes were learned, only by imitation, from persons of little or no musical skill, and were therefore generally sung incorrectly and without taste. The children acquired no power of further self-instruction, and little or no desire to know more of music. Notwithstanding these obvious imperfections, the children and young men and women employed in the manufactories of large towns commonly sung, during the hours of labour, the psalms and hymns which they have learned in the Sunday-schools.

In the infant-schools singing has formed one of the chief features of the instruction and discipline. It is, however, to be regretted that airs have frequently been selected for infant-schools altogether unsuitable to very young children. The words commonly sung are rather foolish than simple, and fan-

tastic than sprightly. The infant-school has, therefore, done little or nothing for the improvement of the taste, or for the general diffusion of skill in vocal music in this country.

Though vocal music has hitherto been comparatively neglected in the elementary schools of England, there is sufficient evidence that the natural genius of the people would reward a careful cultivation. In the northern counties of England choral singing has long formed the chief rational amusement of the manufacturing population. The weavers of Lancashire and Yorkshire have been famed for their acquaintance with the great works of Handel and Haydn, with the part-music of the old English school, and those admirable old English songs, the music of which it is desirable to restore to common use.

The manufacturing population of Norfolk, in like manner, has shown taste in the cultivation of vocal music, and has rendered service in the production of the oratorios sung at the festivals for which Norwich has been celebrated. Similar evidences of the native genius of the people are scattered over different parts of England. Among the lower portion of the middle classes the formation and rapid success of choral and harmonic societies is one of the most pleasing characteristics of the recent improvement of the class of apprentices, foremen, and attendants in shops, who a century ago were (especially in the metropolis) privileged outlaws in society.

The chief reasons why singing has not been cultivated to a greater extent among the lower orders in Great Britain consist in the too general neglect of elementary education, and in the fact that vocal music has not been reckoned among the necessary subjects of the education of the poorer classes in this country.

Vocal music, as a means of expression, is by no means an unimportant element in civilization. One of the chief characteristics of public worship ought to be the extent to which *the congregation* unite in those solemn psalms of prayer and praise which, particularly in the Lutheran churches of Germany and Holland, appear the utterance of one harmonious voice. One of the chief means of diffusing through the people national sentiments is afforded by songs, which embody and express the hopes of industry and the comforts and contentment of household life; and, preserving for the peasant the traditions of his country's triumphs, inspire him with confidence in her greatness and strength.

A nation without innocent amusements is commonly demoralised. Amusements which wean the people from vicious indulgences are in themselves a great advantage: they contribute indirectly to the increase of domestic comfort, and promote the contentment of the artisan. Next in importance are those which, like the athletic games, tend to develop the national strength and energy; but the most important are such as diffuse

sentiments by which the honour and prosperity of the country may be promoted. The national legends, frequently embodied in songs, are the peasant's chief source of that national feeling, which other ranks derive from a more extensive acquaintance with history. The songs of any people may be regarded as important means of forming an industrious, brave, loyal, and religious working class.

Every schoolmaster of a rural parish ought to instruct the children in vocal music, and to be capable of conducting a singing class among the young men and women. The instruction thus communicated would enable him, with such encouragement as he might receive from the clergyman, to form a respectable vocal choir for the village church. This, in itself, would tend to increase the attendance on Divine worship among the uneducated, and would spread an interest in the services of religion which might prove the first step to more important benefits. A relish for such pursuits would in itself be an advance in civilization, as it would doubtless prove in time the means of weaning the population from debasing pleasures, and would associate their amusements with their duties.

Among the impediments to the introduction of a more general cultivation of vocal music among the lower orders in Great Britain, has been the want of a method of instruction, facilitating the teaching of vocal music in elementary schools. As a preliminary to the preparation of such a method, their Lordships had directed their Secretary to collect or procure, from various parts of Europe where vocal music has been cultivated in elementary schools, the books in most general use in Normal schools, and in the schools of the *communes* and of the towns. The manuals of vocal music were accordingly collected in Switzerland, Holland, the German States, Prussia, Austria, and France. These works were carefully examined, in order that their characteristic differences might be ascertained, as well as the general tendency of the methods adopted in those countries.

The chief common characteristic of these works is, that they are generally framed in the synthetic order, and proceed from the simplest elements, with more or less skill, to those which are more difficult and complex. The synthetic method appeared to be developed with the greatest skill and care in the work published by M. Wilhem, under the sanction of the Minister of Public Instruction, in Paris.

The accounts which their Lordships received of the success of this method in Paris induced them to direct their Secretary to procure for them the assistance of Mr. Hullah, who was known to have given much attention to the subject, and to have been already engaged in making trials of the method. They were directed to proceed to Paris to examine in detail the expedients resorted to in the practical application of this method to ele-

mentary schools; and also to communicate with the Minister of Public Instruction, and with M. Wilhem, previously to the preparation of this method for the use of elementary schools in England.

The Committee of Council confided to Mr. Hullah, in communication with their Secretary, the duty of adapting the method to the state of instruction in the elementary schools of England, and of introducing such improvements as might be suggested by his own taste and skill.

The method of Wilhem has been practised many years in Paris, and has been introduced into the Normal and elementary schools of France, under the authority of the Minister of Public Instruction. The lessons in this method had originally been prepared in such a form as to facilitate its introduction into schools organised according to the method of mutual instruction known in this country as the system of Bell and Lancaster. This peculiarity, though it in no degree unfits the lessons for use in schools conducted on the mixed method, or on the method of simultaneous instruction, renders the transference of the whole course of instruction to the elementary schools of this country more easy than if it had been prepared for use only in schools on the mixed or simultaneous method. Every lesson, therefore, is adapted to the capacity of children, and so arranged as to enable a monitor of ordinary skill, *with the aid of previous instruction*, to conduct a class through the whole course. Their Lordships' Secretary, accompanied by Mr. Hullah, visited various schools in which instruction in vocal music was in progress, and in which every draft (or small class of eight children) was committed to the charge of a monitor, while M. Hubert, the most distinguished of Wilhem's assistants, superintended the general arrangements, maintained order, and occasionally directed a class.

M. Hubert, in like manner, superintended the instruction of a large body of artisans (upwards of 400 in number), who assembled on two evenings every week in the Halle-aux-Draps. The classes of this great body were conducted on the method of mutual instruction with considerable success.

For the instruction of classes by this method Tablets have been printed, resembling those which, in other branches of instruction, are in common use in many of the elementary schools in this country. A draft or class of about eight children is to be assembled round each Tablet, and to receive instruction from a monitor previously trained in the practice of the method, and who has attained a certain degree of proficiency. A manual chiefly devoted to a description of the mode of organising such schools, and entering into minute details, accompanies this edition of the lessons, printed in royal octavo, for the use of the masters of elementary schools.

The outlines of the organisation of schools, according to the *mixed method* and the method of *simultaneous* instruction, were very briefly delineated in the Minute explanatory of the plans of school-houses, presented to both Houses of Parliament in the last session. A school organised on this method is divided into larger classes than the drafts of schools of mutual instruction, each of which classes is so arranged as to enable the children to receive instruction collectively. Their instruction is not confided to a monitor, but to a pupil teacher, or to an assistant teacher. A class of forty children may, by this method, readily receive instruction collectively from the pupil teacher or assistant teacher, if he be fitted by sufficient previous training to communicate it. A school of 160 children, instead of being divided into twenty drafts, each containing eight children, confided to the instruction of a monitor, would be divided into four classes of forty children, each instructed by a pupil teacher, or by an assistant teacher.

The Committee of Council are of opinion that a school organised in this way will make much more rapid progress, and will more certainly attain skill sufficient to enable the children to go through the whole course of instruction, than a school conducted on the monitorial system. The inquiries made by their Secretary in Paris abundantly proved that instruction in music can be much more satisfactorily committed to the charge of assistant teachers and pupil teachers than to monitors. Though, therefore, the Committee have caused the method to be prepared for introduction into monitorial schools, they are desirous that the masters of such schools should understand that their success will be proportionate to the skill of their monitors, and would be greater if instead of monitors they were assisted by pupil teachers, or assistant teachers.

The apparatus necessary to convey instruction in vocal music to a class of forty children on the mixed method, is, first, a copy of the lessons in royal octavo; secondly, a large black board, ruled with large staves, and supported by an easel; thirdly, a second large black board and easel, for the reception of such figures as may be required to illustrate the lesson. It is desirable that the whole of the music contained in the lessons should be printed on large sheets of paper, or on cloth, of such a size as to render them easily discernible by the whole class without effort or change of posture.* Such sheets would render the black board unnecessary. The pupil teacher or assistant teacher should be perfectly familiar with the subject of the lesson which he has to deliver, and should communicate the whole substance of the lesson exactly in the order in which it appears in the Manual; but it is by no means necessary that he should be restricted to the use of the same formula of words, as in the case of the monitor, but on

* Such sheets will shortly be published.

the contrary, the instruction would probably be more graceful and more impressive if he had skill to employ other equally appropriate words.

A pupil teacher or assistant teacher, trained in the mixed method, will need no further directions than those contained in the Manual, to enable him to conduct a class, provided he has been conducted through the course of instruction, either on the method of mutual instruction, or by the simultaneous method.

The Committee of Council have now published only the first part of the Course of Instruction. This first part consists of *exercises* and *school songs*, printed in two forms, viz., on Tablets for the use of the monitorial drafts, and in a royal octavo edition for the use of schoolmasters and their pupils.

It comprises those portions of a course of elementary instruction in vocal music, which a master of moderate skill may easily succeed in communicating to an ordinary elementary school. The music is all of a comparatively simple character; it is arranged in synthetic order, and words have been adapted to it, chiefly suitable to the use of children in elementary schools, and therefore to be denominated "School Songs." The second part of the course will encounter some of the greater difficulties of the art, and will be adapted to the use of Normal and Training schools, and those classes of young men which it is desirable to form in order to continue the cultivation of vocal music beyond the period when the children of the working classes ordinarily attend elementary schools. The words adapted to the music in this part of the course, will chiefly be such as may inspire cheerful views of industry, and will be entitled "*Labour Songs.*" To these will succeed such religious music as it may be deemed desirable to furnish for the use of elementary schools.

The publication of the Tablets, and of the octavo edition of the Course of Instruction, has been delayed, because it has been deemed expedient that the measures adopted for the instruction of a large body of the teachers of elementary schools in London should have attained a certain degree of success, before this work was placed in the hands of the public. The Committee of Council were disposed to sanction and promote the success of the Singing School for Schoolmasters recently opened in Exeter Hall, because they were of opinion that, without the aid of such means for communicating this method to the masters of elementary schools, the work itself would be of little value to persons who had received little or no musical instruction. Such a publication cannot supply the want of a knowledge of music in the master, neither can it generally enable any one to attain sufficient knowledge of elementary music to fit him for conducting the instruction of an elementary school in singing, unless he have considerable previous knowledge, or unless he be instructed by a proficient in the art. The value of the course of lessons in singing to the master of an

elementary school, who is not acquainted with music, arises from the fact that it renders the knowledge not only more easily attainable by himself, but enables him to communicate his own knowledge more simply and systematically than he otherwise could by his own unassisted efforts. The master of an elementary school, previously well acquainted with vocal music, will not fail to recognise the advantage he will derive from this Course of Instruction, and from the Manual, in rendering his lessons at the same time more simple and more comprehensive, and in clearing for him a path by which he may lead his pupils imperceptibly from what is easiest of performance in the art to that which is most difficult, and from what is simplest in the theory to what is less obvious.

In order to facilitate the adoption of this method in the elementary schools of the metropolis, the Committee of Council were pleased to approve a proposal made to them by Mr. Hullah, that a Singing School for Schoolmasters should be opened in Exeter Hall under their sanction, and the Secretary received directions to afford his assistance in securing for this school such patronage and support as might appear likely to promote its success. Their Lordships accordingly approved the following announcement of the plan of this institution, which may serve as a guide in the formation of other similar institutions in large towns.

SINGING SCHOOL for SCHOOLMASTERS and SCHOOLMISTRESSES in EXETER HALL, on the method approved by the Committee of Council on Education.

In those countries where the education of the people has received the greatest attention, instruction in Singing has long been regarded as an important branch of school discipline. The sentiments appropriate to childhood and youth find expression in the music taught in elementary schools; and lessons calculated to make a deep impression on the character of the children, and to influence their future conduct, are linked with the most pleasing associations in the songs sung in the schools of Germany and Switzerland. The religious duties of the school are rendered much more impressive where simple but solemn music forms a part of the exercises.

In this country of late years the importance of teaching vocal music in elementary schools has generally been acknowledged. It is now considered as an essential part of infant education, and is steadily making its way into other schools for the poor. The importance and useful influence of vocal music on the manners and habits of individuals, and on the character of communities, few will be prepared to dispute. It is, however, satisfactory to know that the degrading habits of intoxication, which at one

time characterized the poorer classes of Germany, are most remarkably diminished since the art of singing has become almost as common in that country as the power of speech,—a humanizing result attributable to the excellent elementary schools of many of the States of Germany.

The elevation of the national *taste* must depend on the general cultivation of those arts which are accessible to the mass. If other considerations were necessary to prove the utility of cultivating vocal music, it might be sufficient to advert to the almost invariable inefficiency of the music which forms a prominent part of the services of the Church, and of all public worship; but which is frequently so performed as to offend the most unpractised ear, and almost always without the solemnity which would arise from more general taste and skill.

In some parts of the Continent, more especially in Germany, music (both vocal and instrumental) has been so long and successfully practised among all classes, that we are accustomed to regard it as the spontaneous growth of some native peculiarity of the people, rather than a result of continued and skilful cultivation. Regarded in this light, the musical excellence of the Germans would scarcely operate as an encouragement to our less musical countrymen; but among the French, a people with the least possible claim to a high musical organization, instruction in vocal music has recently made such remarkable progress, that the friends of elementary education are strongly interested to inquire by what means this has been effected, and whether they are applicable to elementary schools in this country.

It has been effected in France chiefly by means of *the method of instruction in vocal music invented and applied by M. Wilhem, of Paris*, who has devoted many years of observation and experiment to bring it to a degree of perfection which has warranted its being introduced by the Government into all the schools, of whatever description, in France. It is the object of this prospectus to show how it is proposed to introduce the same method into this country, so as to produce results equally satisfactory.

The Committee of Council on Education have charged Mr. Hullah with the duty of preparing for the use of elementary schools, and for publication under the superintendence and by the authority of their Lordships, a course of instruction in vocal music, founded upon and embracing all the practical points of the method of Wilhem. This method is at once simple and scientific,—it contains no new and startling theories; makes no attempt at the very questionable advantage of new musical characters; and rests its only claims to novelty upon a careful analysis of the theory and practice of vocal music, from which the arrangement of the lessons results, and which ascend from lessons of the simplest character, on matters adapted to the comprehension of a child, through a series of steps, until those subjects

which it might otherwise be difficult to understand are introduced in a natural and logical order, so as to appear as simple and easy as the earliest steps of the method. These are the characteristics of all processes in elementary education which deserve the name of method. This is the characteristic to which the method of Wilhem lays claim, as well as to a few very simple and ingenious mechanical contrivances.

In its adaptation, the Committee of Council have directed that the spirit of the method should be preserved; but that, while this was effected, it should acquire a national character: and under their superintendence this has been attempted by the introduction of many of the best specimens of those old English melodies which deserve to be restored to popular use. In order that the restoration of this national music may be facilitated, words have been adapted to it, intended to associate it with the customs of the people, and with healthy moral and religious sentiments, which may be intelligible and congenial to the minds of the children who are to sing them.

Methods are, however, of little worth, unless put in operation by skilful and zealous teachers; and little progress can be made in the diffusion of a knowledge of music, in elementary schools, until the schoolmasters and schoolmistresses themselves possess at least knowledge sufficient not only to second the efforts of occasional instructors, where their assistance can be obtained, but also to supply the want of that assistance wherever it is not accessible.

In order, therefore, that the scholar may be taught, it is necessary *first to teach the teacher;* and for this object the "Singing School for Schoolmasters" has been opened in Exeter Hall.

The instruction in this school is strictly confined to vocal music, on the method approved by the Committee of Council on Education. The classes are conducted by Mr. Hullah; they consist entirely of persons engaged in elementary education, either in day-schools, Sunday-schools, or evening-schools; and the course of lessons is so arranged as not only to impart to those who compose the classes such a knowledge of the theory of music as is necessary for the art of singing, but especially to enable them to turn their acquirements to account by teaching on the week-days whatever they may have been taught themselves, or by enabling them to conduct with greater skill the sacred music of the Sunday-school or public worship.

It is believed that there is no lack of teachers influenced by the laudable desire to improve themselves and their schools; but some may hesitate to enrol themselves members of a singing class, under an idea that they possess "*no voice,*" or "*no ear.*" This apprehension has, however, seldom or never any foundation. Such persons must be informed that every individual, in a state of average bodily health, is capable of producing musical sounds, unless the vocal organ has been the subject of some specific disease. Persons who cannot discriminate one musical passage

from another are very rare exceptions to a general rule. "Every ear," says an ingenious writer on this subject, "in a healthy state, is a musical ear; no voice, means a voice never exercised; no ear, means an ear whose power of attention has never been trained." Frequent and well-directed practice will mend the least tuneful voice; and attention to the correct intonation of others will improve the most obstinate ear. A large body of voices, however uncultivated, is seldom materially out of tune; persons with good ears are seldom misled by the incorrect intonation of those who have bad ears; and the latter invariably, though perhaps imperceptibly, approximate the correctness of the former.

A brief sketch of the method as it is adopted in the singing school may be interesting. It is divided into two courses, and the first course into two parts.

In the first part of the first course the elementary principles of music are explained and inculcated; the construction and practice of a scale—the shapes, names, and places of notes—time, &c., are rendered clear and comprehensible, because placed in their proper order, and become interesting both on this account, and because the explanation of them is immediately followed by their application.

A series of exercises for the practice of intervals completes the first course, and these exercises are interspersed with songs, which have a direct relation to a particular interval, and which thus serve as graduated applications of the skill acquired. The second part of the first course is an amplification of the first, beginning with an explanation of the various scales used in music, and containing also a second series of studies of intervals. In these disappears the strictness which is indispensable to the exercises in the first part; and, although a gradual and methodical increase of difficulty is carefully maintained, the variety in character afforded by the increased force of the pupil renders this portion of the course not less interesting than instructive.

The second course goes a third time over the same ground, encountering greater difficulties, and embracing a still wider range of music.

Throughout the method the progress of the pupils is facilitated by the logical order in which the instructions are arranged, and also by many ingenious and peculiar mechanical contrivances.

The method is arranged for publication in two distinct forms: the one (a small volume or manual for the teacher, with the exercises also printed on large sheets on linen), for the simultaneous instruction of a large class; the other (on a set of Tablets), for the use of schools on the monitorial system.

For the instruction of the *teachers*, the former system is adopted, in order that all may receive their instruction directly from Mr. Hullah.

The teachers will afterwards use their discretion in introducing

whichever form they may prefer as best harmonizing with their own methods of instruction, or with the arrangements and organization of their schools; the course of instruction in both forms being precisely alike, except in the details of school discipline, for which ample direction is given. An opportunity for the practice of Wilhem's method on the monitorial system, under the direction of Mr. Hullah, will be afforded to the teachers before the course is completed.

The First Class of the Singing School was opened on the 1st of February, 1841. The lessons commence at 6 P. M. exactly, and terminate at 7, every Monday and Thursday.

The Second Class was opened on the 2nd of March. The lessons commence at a quarter past 7 exactly, and terminate at a quarter past 8, every Monday and Thursday.

The Third Class was opened on Monday the 22nd of March. The lessons commence at half-past 8 exactly, and terminate at half-past 9, every Monday and Thursday.

To these three classes none are admitted but Schoolmasters —male persons engaged in Elementary Instruction.

The First Class of Schoolmistresses was opened on Wednesday, the 24th of March. The lessons commence at half-past 5 exactly, and terminate at half-past 6, every Wednesday and Saturday. To this class none are admitted but Schoolmistresses —females engaged in Elementary Instruction.

The members of all the classes are required to give very regular and punctual attendance; and any one who may fail to be present at the appointed hour, on more than one successive evening, without assigning a satisfactory reason, will be considered as having withdrawn from the class.

The members are required to undertake that they will not attempt to teach the method in any school until they shall have received from Mr. Hullah a certificate of competency. Certificates of skill will also be given to such members as shall become skilful.

Every member, on admission, has the loan of a Manual for study in leisure hours.

Members of each Class of Schoolmasters have the privilege of attending the lessons of each other Class of Schoolmasters, on condition that they remain at the further end of the room, preserve silence, and take no part in the lessons.

On certain occasions it is considered expedient that more classes than one should meet at the same hour.

The terms of admission to the Singing School are as follows:—

For the whole course of 63 nights, 15*s.* each member, paid in advance; or, if monthly payments should be preferred, then 2*s.* 6*d.* for each month, to be also paid in advance.

The liberality of many of the most distinguished friends of elementary education, whose subscriptions have provided for the

chief expenses of the School, has made it possible to offer the Course of Instruction upon these terms, which are so low as to be nearly nominal: it is hoped that they will be within the reach of all those for whom it is designed.

28, Upper George-street, Bryanstone-square,
December 1st, 1840.

SIR,

I AM desirous to submit to the Committee of Council on Education the proposals which I have made to several friends of Elementary Education, to establish a School for the instruction of Schoolmasters in Singing. I am not aware whether the success of such a School can be promoted by any assistance from the Parliamentary Grant, but I trust I may receive their Lordships' approval and patronage.

I have, &c.

JOHN HULLAH.

James Phillips Kay, Esq.,
Secretary to the Committee of the Privy Council on Education.

Committee of Council on Education,
Council Office, Whitehall, Dec. 21st, 1840.

SIR,

I AM directed to inform you that, though my Lords regard with much interest your plan for the establishment of a School in which Schoolmasters may acquire a knowledge of Vocal Music, they are of opinion that the Grant made by Parliament this year is not applicable to the promotion of that object: their Lordships, however, wish me to transmit to you the following Minute:—

> "Their Lordships regard with satisfaction and approval the plan for the establishment of a School for the instruction of Schoolmasters in Singing, submitted by Mr. John Hullah; and they are desirous to afford him such encouragement in the execution of this plan as is consistent with their regulations, and the Secretary has directions herein accordingly."

I have, &c.

(Signed) JAMES PHILLIPS KAY.

John Hullah, Esq.,
28, Upper George-street, Bryanstone-square.

GENERAL ORGANIZATION.

Selection and Instruction of Monitors.

THE first care of the singing master who proposes to introduce the method of Wilhem into a school of mutual instruction should be to form a class of monitors. In their selection he will of course

avail himself of the assistance of the master of the school, who will point out to him those pupils whose superiority in general talent and firmness of character seems to render them eligible.

To test their qualifications of ear and voice it will be sufficient to make them sing a few passages, or even single notes, by ear—the common chord of "Do," or a portion of some popular melody. And even when a pupil is found unable to sound notes with just intonation, he should not be hastily rejected, provided his other qualifications suit; for not only may he be made useful in directing the *reading* of certain portions of the tablets, but experience proves that many imperfect ears and tuneless voices are eventually much improved by practice and attention to the performance of others.

The instruction of the monitors' class can be *begun* at any time or in any place whatever; but from the moment that the first *singing class* is formed among the other pupils it should be conducted in the school-room itself, and while they (the other pupils) are occupied with their ordinary lessons. After a few days, this will cause *them* no annoyance; and, moreover, they will thus imbibe involuntarily some first general notions of musical sound.

The choice of pupils for the monitors' class being made, their instruction should be begun and conducted thus:—

Having placed the class * round Tablet 1, in a semicircle or in two rows—the shorter pupils in front; the singing master, standing on the left side of the tablet, will first read the "Directions for the pupil-teacher or monitor" at the head, and then point out the paragraphs in large and in small type, the "Directions" in *italics*, and the "Examination of class by the pupil-teacher or monitor" at the foot. He will then commence his instructions by making *each* of the pupils read a paragraph of the large type, he *always* reading the paragraphs in smaller type himself. It may even be desirable for him to read the *whole* of some tablets the first time.

It is of the utmost importance that the master †—and, in due time, each monitor—make himself well acquainted with the contents of the paragraphs in smaller type, as they will produce much more effect on the class when delivered with an air of ease *(vivâ voce)* than when obviously *read* from the tablets. *Mere words*, indeed, can at any time be changed, provided always that *the teacher can be sure of conveying their true meaning* in another way.

In this manner the monitors will be made to study first one

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* The number of pupils in the monitors' class should somewhat exceed the number of classes likely to be formed among the pupils of the school. If there are likely to be *six* classes, there should be perhaps *nine* monitors.

In general it will be found that about twelve pupils *well placed* can read from one tablet.

† For the sake of brevity, the term "Master" will in future be used instead of "Singing Master." May we not hope that a few years will make them synonymous terms?—every schoolmaster *his own* singing master!

tablet and then another; the master making it quite understood that he fills towards *them* the functions of monitor, as they in their turn will fill it to others whose instruction may be confided to them.

To direct the practice of *exercises*, the master (and eventually each monitor) should stand in the *centre* of the class, not *beside* the tablet; in order that, in beating time, all the hands may move in the same direction.

As the monitors' class advance from Tablet 1 to Tablet 27, each of the two parts of the songs on intervals ("The Lark," "The Robin," &c.) is to be practised *singly*, in the first instance. Every one of them, however, is eventually to be sung in two parts; the class being formed into two divisions, and put back to the practice, *in duet*, of those songs which some time before have been practised *in unison*. For instance, when the exercises in Tablet 18 have been practised for the first time, the class should go back to Tablet 14, and practise "The Lark," *both parts together;* a proceeding which will be found perfectly easy and agreeable *then*, but which would only have been attended with loss of time in the first instance.

So with the exercises to be sung in combination with others; the seconds with the sixths, the thirds with the sevenths, &c.*

Thus the double difficulty of *singing the notes at all, and singing them in combination with other notes*, will be postponed till the pupils have acquired considerable facility and confidence.

Successive Formation of Classes among the Pupils.

When the monitors' class has arrived at Tablet 21, it becomes time to commence the formation of singing "*drafts*," or small classes among the other pupils.

A *first class*,† examined beforehand like the monitors', should then be selected, and put to the study of Tablet 1, under one of the best monitors, who will be charged to conform strictly to the "*directions*" ‡ in each tablet; with this additional injunction, that he is on no account *to permit his class to commence* Singing *until he has instructions so to do from the master or superinten-*

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* When many classes are organized, each class will pass twice or thrice over each exercise; the first time alone, the second or third time in combination with an inferior class.

† These classes should in general consist of not less than eight and not more than twelve pupils.

‡ The arrangement of the tablets is such as to afford great facility to the monitors, each tablet containing the directions for its particular study. As it is, however, of great importance that each monitor should have at his fingers' ends the contents of the tablet on which he gives the lesson, and as some time will in most cases have intervened between this and his first reading of it, an arrangement is made to give him an opportunity of looking it over for a few minutes, *immediately before the lesson.* (See page xi. of Manual.)

dent monitor, who will always announce to him when the "*time for singing*" of his class has arrived.

When this class has reached Tablet 4 (or Tablet 6, if Tablets 4 and 5 have been omitted), a *second* class should be formed, and placed under the care of a second monitor; this second class to be succeeded, after the same interval of time, by a *third*, the *third* by a *fourth*, and so on, until as many pupils are put in training as may be considered eligible.

Before this "successive formation of classes" is begun, it is desirable to make several preliminary arrangements. These are: —1st. The class numbers. 2nd. The class lists. 3rd. The progress table. 4th. The choice and nomination of a superintendent singing monitor.

1.—*Class Numbers.*

A set of numbers (1, 2, 3, &c.) should be prepared, written boldly on sheets of pasteboard, and sufficiently large to be visible from any part of the room in which the lesson is given. One of these numbers should be conspicuously placed over the situation* that each class is to occupy. By this means, not only will the classes be enabled to fall into their proper positions at once, and without confusion, but the master or superintendent monitor will readily perceive where each class may be.

2.—*Class Lists.*

These are strips of pasteboard, about 10 inches by 5 (see the model p. 62), so contrived, either with thread or by slips in the pasteboard, that little bands of card can easily be slipped in or out of them. On each of these bands will be written the name of a pupil; each slip containing as many bands (*i. e.* names) as there are pupils in each class.† When, from any cause, a pupil has to change his class, he will carry with him the little band on which his name is written, and give it to the monitor of the class he is about to enter, who will place it at the bottom of his own list.

3.—*Progress Table.*

This table, a model of which is given at p. 63, should be prepared on card-board, or very stiff paper. It serves to show the advancement of each class by the dates; and indicates the tablet to be placed ready for each class before the lesson.

These precautions being taken, neither the change of monitor for a class, nor even the unforeseen absence of the master, need interrupt the regular routine. For, by means of the progress table, the advancement of each class can be in a moment ascertained; and, by means of the class lists, the place of each pupil.

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* If *lesson posts* are used for the tablets, a slit might be made in the top of each, and the *number* fixed in it.

† These lists are common to all schools in France conducted on the Monitorial System.

Once established, these arrangements will entail little or no loss of time.

4.—*Choice of a Superintendent Singing Monitor.*

The master should select, from the monitors' class, one of the pupils who not only evinces a superior talent for *music,* but possesses firmness of character enough to ensure him some degree of control over his fellows. It will also be found necessary, in a very numerous school, to appoint two or three other pupils to aid him in the distribution and changing of tablets, and in various other details.

Whether the entire school, or only a portion of the pupils, receive instruction in music, the appointment of the superintendent singing monitor is not intended to supersede that of the *head monitor of the school.* This latter must, for the time being, become simply *monitor for the maintenance of general order;* he must direct the assembling and dismissal of the singing classes, and all that relates to mere organization, but must not interfere in any way with the *musical practice;* the superintendence of which devolves (under the sanction of the master) on the superintendent singing monitor.*

DIVISION OF TIME DURING THE HOUR DEVOTED TO THE LESSON.

The class numbers being prepared, the class lists and the progress table ready, and the *superintendent monitor* being named, "the successive formation of classes" may be proceeded with as described in page vi. of Manual; but from the moment the classes begin to practise (even, indeed, when there is but one class), the hour devoted to the lesson should be divided into *three portions;* as set forth in the table following.

Division of Time.

First Period, (about 5 minutes) Simultaneous Practice.	General exercises, such as the major scale of "Do," with manual signs; the notes of the common chord, in succession and in combination; the scale in unison, in canon, &c. & . (See page xii. of Manual.)
Second Period, (about 45 minutes) Reading Tablets, Reading in Time, Solfaing, or Singing.	All the classes occupy themselves, under the direction of their monitors, in reading the tablets, reading in time, or in solfaing, or singing; either consecutively or in combination, according to the directions of the superintendent monitor.

* The chapter headed "Duties of the Superintendent Singing Monitor" contains ample directions on this head.

Third Period, (about 10 minutes) Individual, or General Examinations.	Each monitor examines his own class in the questions at the foot of the tablet studied during the lesson.

GENERAL ORGANIZATION—*concluded.*

The tablets being placed ready for each class, according to the directions in the progress table, each monitor will have but to superintend the study of the individual tablet before him, according to the directions contained in it.

While new classes continue to be formed, one after another, those monitors who are not *actually employed in teaching* continue their studies *in the same room* and *at the same time* as the other pupils; reading the text in the tablets and practising "reading in time," under the direction of the most advanced in their own class, and "solfaing" or singing (when their turn arrives) under the direction of the master himself.

From the time when the "successive formation of classes" begins, the attention of the monitors will be divided between imparting to others what they themselves already know, and advancement in their own class when they are not on duty. In order that their time be fairly proportioned between teaching and being taught, the monitors on duty should be relieved, during the second period of the lesson, by others,—the monitor relieved informing his successor at what paragraph or at what exercise his class has arrived, and the new monitor continuing from the point where the other left off. The same monitor who *finishes* a lesson *one day* should *begin* it *the next.* By this means the study of a class need never be interrupted, which might sometimes happen in changing the monitors between a lesson.

When the classes become numerous enough to employ *all* (or nearly all) the monitors, it will be necessary for the master to devote an extra half-hour to their instruction. This is the practice in the great classes at the *Halle aux Draps* at Paris, and has been attended there with many contingent advantages; a considerable number of the class pupils always voluntarily remaining to hear the monitors' lesson, greatly to the improvement of their own taste and skill.

The formation of classes one after another on the plan laid down continues without interruption, while the pupils first instructed arrive at the second part of the first course (Tablets 28 to 50); the directions already given as to distribution of time being always strictly adhered to.

The transition from the end of the first course to the beginning of the second is made without any difficulty; so many more tablets having merely to be studied on the same plan.

FIRST CLASS.

THOMPSON.

JOHNSON.

SIMPSON.

WILLIAMS.

JONES.

THOMAS.

CHAPMAN.

YATES.

LEWIS.

WILSON.

CLASSES.							
1		2		3		4	
Tab. 1	Jan. 4	Tab. 1	Jan. 7	Tab. 1	Jan. 12	Tab. 1	Jan. 15
2	7	2	12	2	15		
3	12	3	15				
4	15						

SPECIAL DIRECTIONS referred to in the FIRST PART of the MANUAL.

Duties of the Singing Master or Superintendent Singing Monitor during the Lesson.

In many schools *a whistle* is used to obtain perfect silence and an immediate cessation of every kind of exercise. As it may be often desirable, during a music lesson, to stop a class in the act of *singing* or *solfaing* without interrupting the studies of others, a second signal is necessary. It should therefore be explained to each monitor, and by him in turn to his class, that when the master, superintendent singing monitor, or he himself, strikes two sharp blows in rapid succession against the wall or desk, or any hard substance near, his class must cease singing instantly.

The difference between these signals should be clearly explained to the pupils of each class when they receive their first lesson.

About a quarter of an hour before the commencement of each singing lesson, the superintendent singing monitor (assisted, if necessary, by one or two others) will look out the tablets marked

in the "Progress Table," the "Class-numbers," and the "Class-lists." He will then summon those singing monitors *who were on duty at the close of the last lesson* (see page x. of Manual), and deliver to each of them the tablet which his class is about to study. Each monitor will then, for about ten minutes, look over his tablet; consulting the superintendent monitor on any points upon which he may be uncertain. During this time one of the assistant monitors will put the "Class-numbers" and the "Class-lists" in their proper places.

At the moment for commencing the lesson the monitor of order will direct the pupils of each class to march to their proper places: each monitor will then proceed to his own class, take the class-list in hand, and call over the names upon it. If there be any absentees, he will take out the little bands on which their names are written, and bring or send them to the superintendent monitor, who will put them aside till the conclusion of the lesson.

First Period.

SIMULTANEOUS PRACTICE.

The class-lists having been called over, and the absentees reported, the master (or, in his absence, the superintendent monitor) will place himself in the centre of the room (or in any part of it where he can be seen by the whole class), and, having obtained perfect silence by the whistle, will say "Attention."

All eyes being turned towards him, he will then name which of the "*general exercises*" he wishes practised.

These "*general exercises*" consist of—

1. The numbers of the notes of the scale of Do (1, 2, 3, 4, 5, 6, 7, 8) *repeated* with the manual signs (see Tablet 2).
2. The major scale of Do *solfaed*, with manual signs (see Tablet 2).
3. The major scale of Do in canon, each note (a semibreve) having four beats (see Tablet 10).
4. The sounds of the common chord of Do, in unison (see Tablet 10).
5. The sounds of the common chord of Do in combination (see Tablet 10).

These general exercises require no special directions differing from those in the tablets to which reference is made. The master or superintendent monitor will merely indicate to which classes the parts are to be assigned in solfaing the scale in canon, and the notes of the common chord in combination.

Care should be taken to include only such classes as have in their ordinary course arrived at the tablets in which the exercises named are first practised.*

* These may be known by a glance at the Progress Table.

Each monitor will be directed to watch the pupils of his own class.

The master or superintendent monitor should from the first direct that the general exercises be executed with some varieties of "light and shade." He might give out the second exercise (for example) thus:—"The major scale of Do solfaed, with manual signs. Begin very softly, and increase gradually in loudness as you ascend to the octave; then begin loudly, and decrease in loudness as you descend, ending as softly as possible on the first note."*

It is a useful exercise to sing the scale from beginning to end *very softly*. But, in fact, the simplest vocal passage is capable of endless varieties of effect in execution.

Second Period.

READING TABLETS.—READING IN TIME.—VOCAL PRACTICE.

This, the most important period of the lesson, requires great care and activity on the part of the master or superintendent monitor; for, independently of simply reading the tablets, and practising "reading in time," *solfaing* or *singing* is to proceed—either first by one class and then another, as the vocal exercises present themselves for the first time; or simultaneously, when the composition is in many parts to be divided among one class, or sung in combination with other classes.†

It is the chief duty of the superintendent singing monitor to watch that *no class commences singing out of its turn;* and it is for the master or for him to decide whether a class shall occupy its time in singing from the *tablet,* or from the *fingers.* When, as will sometimes happen, two or even more classes are at work on the same tablet, they can *practise* simultaneously; and it will be at the discretion of the superintendent singing monitor to increase the duration of their time for singing accordingly.

To make several classes near together solfa *from the hand,* the superintendent singing monitor must stand in such a position that each monitor can see him distinctly. He will then touch such passages as he wishes practised; each monitor imitating *him,* and the pupils of each class imitating *their own monitor.* It will be understood that the *pupils* look only to their own monitor; their backs being turned to the superintendent monitor, whose actions they see represented by their own monitor, as in a glass. One of the most advanced of each class should be appointed to

* When the majority of classes has passed Tablet 11, the usual musical terms, "Piano," "Crescendo," &c., should be used.

† To execute compositions in more than two parts, it is necessary to wait till there be classes sufficiently advanced to sing them all: For example, No. 2, Tablet 36, should not be attempted in combination with No. 20, Tablet 40, until another class is prepared with No. 2, Tablet 35.

watch that each pupil touches the notes on his own hand correctly.

During the time that the pupils of a class are practising *by themselves* from a tablet, the superintendent monitor should suddenly stop their singing occasionally, and demand of any one, "Where are you singing?" by way of stimulating individual attention.

When several classes are practising together *in harmony*, the master himself, or, in his absence, the superintendent singing monitor, must direct them with the *score* * in his hand. Before commencing, he will say "Chord of Do," if the composition be in Do,—or Re or Mi, as it may happen; naming to each monitor the sound his class is to sing; thus, 1st, 3rd, 5th, &c. When the composition begins with the common chord, he should arrange so that each class sounds the note on which it has to begin. The chord having been sung, he will "*give the time*," make the classes beat a preliminary bar, and then sing or solfa as may be required, stopping them when there may be occasion.

During the second (and, indeed, third) period, it is of the utmost importance *to keep down the noise made by the classes not actually singing*. The monitors should be frequently enjoined to direct the practice of "reading in time" as quietly as possible; during no other exercise is it necessary that more than one voice in a class should ever be heard at once. The pupils of each class should stand as near together as possible, in order that the monitor may not have to raise his voice much above a whisper to be heard.

When, in spite of these injunctions, the din rises to a very great height, as will sometimes happen, the superintendent monitor must procure perfect and immediate silence by the whistle, and desire that the lesson may proceed more quietly.

Third Period.

Individual or General Examination.

When the "Second Period" is ended, the master (or superintendent singing monitor), having obtained silence by the whistle, will say aloud, "Examine your classes." Each monitor will then place his back to the wall, re-arrange his class before him, take his tablet in hand, and ask, one after another, the questions at the foot; sometimes denoting the pupil who is to answer, sometimes desiring all those who can answer to hold up their hands. *On no account whatever should more than one pupil be suffered to speak at a time.*

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* A score is an arrangement of all the parts of a composition one under the other. The edition in 8vo. contains scores of all the exercises in the Tablets.

† This last method is recommended as both quiet and comprehensive.

During this period, the master, accompanied by the superintendent singing monitor, should go first to one class and then another (without following any fixed order), and observe whether the questions are answered satisfactorily; he should sometimes make an examination himself in this sort of manner.

He should vocalize (*not solfa*) an interval, and ask of what notes it is composed; touch on his hand two or three notes, for all the pupils (or one) to solfa; solfa a bar, and demand the shape (*i. e.* length) of each note; describe a bar, and make the class beat and repeat the notes composing it.* All this should of course be done with reference to the advancement of the class examined.

If the result of the examination be satisfactory, the master will (also on the report of the superintendent monitor as to the execution of the exercises) put the class down on the progress table for a new tablet next lesson.

The master should also occasionally unite several—sometimes all—the classes in one general examination, putting a stray question here and there at random. Exercises on time (describing a bar to be beat and named) should often be given on these occasions. "*A feeling for time*" is much more rapidly and easily communicated by the sympathy of numbers than by the most careful and analytical process of individual instruction.

These individual and general examinations will be found highly useful, both as exciting the pupils themselves to exertion, and affording satisfactory evidence of their progress to the master himself.

At the signal given by the master or superintendent monitor, the *monitor of order* reassumes his position as monitor general, and disperses the singing classes in the manner customary in the school.

When the lesson is ended, the superintendent singing monitor directs his "lieutenants" to collect the tablets and the class numbers, and inserts the names of the absentees in the list of the *class below them.* Having put everything in its proper place, he returns to his own seat among his companions.

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* In these examinations it will often happen that two or three, or even more, classes require to solfa different passages at the same moment. These passages, however, are in general so short, that, provided *great pains be taken by each individual monitor that they be executed very softly,* little inconvenience will arise from them.

APPENDIX I.

SPECIFICATION of WORKS to be performed in erecting a SCHOOL-HOUSE at in reference to the accompanying Drawings.

SCHOOL-HOUSE.

EXCAVATOR.

Dig out for the foundations of all the walls, for the cesspools and drains, and wherever else required for the full performance of these works. Where the soil is of a sound and uniform nature, the trenches for foundations, &c., are to be cleanly cut at the required level, and the level is not to be formed by replacing earth where it has been cut out. If in any place, and wheresoever the earth be defective, loose, or in any way unsound, such earth is to be removed to the requisite depth, and the level is to be formed by filling in and well ramming earth of the same kind and quality as that which forms the bottom of the other parts.

Dig out to the depth of 8 inches from the under side of the floor-joists the whole area within the walls of the intended School-House, and leave the same at a perfect level.

Provide and convey to the site, and fill in so much good sound earth, brick, or other rubbish of the nature required by the as may be necessary to bring up the surfaces of the ground of the yards, gardens, fore-court, to the required levels or inclines, and form the same levels and inclines.

Fill up, and dig anew for ditches, drains, cesspools, as may be directed.

Remove and cart away from time to time, and at the completion of the works, all superfluous earth, building rubbish, and building materials.

*Concrete.**—Form, for all foundations of walls, beds of concrete; those for the walls of the School-house inches thick, and spreading inches on each side beyond the lowest course of footings; those for inches thick, and spreading inches on each side beyond the lowest course of footings.

The concrete to consist of clean sharp gravel or fine sharp broken stones and hydraulic stone-lime in the proportion of 1 to

* If requisite.

7, mixed with water, and thrown from stages 10 feet above the bottom of the foundations.

Bricklayer.

Bricks.—The whole of the bricks used in the building to be new, good, sound, hard, and well burnt; those which are not otherwise described are to be

Mortar.—The mortar to be carefully compounded of stone-lime, and clean sharp sand, in the proportion of one-third lime to two-thirds sand; the lime to be fresh, and to be carefully kept from exposure until required for use.

Cement.—The cement to be

Walls.—Carry up the footings for the external walls in courses: the first course being laid feet below the level of the adjacent external ground in bricks, regularly diminishing to the thickness of the walls which are to be carried up in bricks to ; the gables are to be carried up in brick,

Dwarf Walls.—Build the dwarf walls of the ground-floor with footings, the lowest in bricks, regularly diminishing in three courses to bricks, of which thickness these walls are to be carried up courses to receive sleepers.

*Partitions.**—Form the internal partitions of brick-flat nogging.

Fender and Walls.—Build, in half brick, fender-walls for hearths of ground-story with brick-footings.

Trimmers to Hearths.—Turn trimmers in half brick to hearths of other stories, to be 12 inches longer than the openings.

Foundations to Steps.—Carry up foundations for steps.

Fire and Air-flues.—Carry up the fire-flues 9 inches × 4½ inches in the clear; the air-flues 4½ inches square in the clear, with openings for ventilation where directed; all properly cored and pargetted.

Course of Slates in Walls.†—Lay a course of slates between two beds of cement each ¼ inch thick, throughout all the walls, at the level of the finished ground surface.

Rain-drains.—Lay from rain-water down-pipes 6 inch earthenware drain-pipes, bedded in clay and jointed with cement.

Provide here for the performance of all other bricklayer's works, such as cross-walls for paving, area-walls, piers for columns, tiling of roofs, foot-tiling, brick-paving, facing of walls, mouldings, and projecting courses of bricks, chimney-pots, &c.

Workmanship.—All the brick-work is to be well bedded and

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* State which partitions are to be of brick-nogging, if any are to be lath and plaster.

† This provision is to prevent damp from rising in the walls; in very dry situations it may be omitted.

flushed in with mortar as the work proceeds, care being taken that no vacuities are left between the joints or courses. No four courses to rise more than one inch in addition to the height of the bricks. Turn in cement inch relieving arches over all openings, and invert arches under same. All reveals to be carefully performed. Bed and point in mortar all bond-timber, lintels, woodbricks, and templets, and other timber so requiring; and bed and point with lime and hair all the door and window-frames; and back up with solid brick-work to all timbers, stone-work, iron-work, and other things to be set in the brick-work. The faces of the walls to show Flemish bond; the headers being all whole bricks and the perpends truly kept.

Carpenter and Joiner.

Timber.—All the oak timber is to be of English growth; all the other timber is to be either Dantzic, Riga, Memel, or yellow fir; all the joiner's work, flooring-boards, skirtings, and other wood-work are to be of the best yellow Christiana deal, except where otherwise described. The timbers and deal are to be cut square, and to be free from sapwood, shakes, large, loose, and dead knots, and all other defects. No American timber is to be used.

Workmanship.—None of the joists, rafters, or quarters are to be more than 12 inches apart. All plates, purlins, and bond timber are to be in as long lengths as possible, and well scarfed and secured at the junctions. The tie-beams and all other timbers of roofs and floors are to be in whole lengths, unless shown otherwise in drawings, or described otherwise herein, or allowed in writing by the

Materials, &c.—Provide and fix all necessary shores, struts, beads, stops, fillets, angle staves, wood-bricks, centering, templets, and all other joiner's work and labour necessary for the due execution of these works, providing all materials, including iron-mongery, to render the same complete and perfect.

Frame Three Months before setting up.—All the joiner's work is to be rough framed as soon as possible after the signing of the contract, and no framework is to be set up until at least three months after it shall have been so framed. All timber-work which shall split, fracture, shrink, part at the joints, or show any flaw or defect from unsoundness, want of seasoning, or bad workmanship, is to be removed and put together anew or replaced by new materials: so that the whole of the carpenter's work may be delivered up in a perfect state at the completion.

Scantlings.—All the timbers are to hold their full scantlings at the completion of the works. The scantlings of the principal timbers are to be as follows:—

Here supply a list of scantlings.

Folding Floors.—Lay 1¼ inch yellow deal folding floors to the

Straight-joint Floors.—Lay 1¼ inch yellow deal straight-joint and iron-tongued floors to the

*Window-frames.**—The windows of to have solid fir frames wrought, rebated, framed, and chamfered; oak sunk and weathered sills.

Double-hung Sashes.—Fit up the windows of with inch ovolo sashes double-hung, with iron weights, axle-pulleys, patent lines and patent spring sash fastenings in deal-cased frames, with oak sunk and weathered sills.

External Doors.—The external doors are to be inch deal framed and braced, lined with inch battens tongued, in Gothic rebated and beaded frame tenoned into stone steps; each to have two inch butts and strong lock, Norfolk thumb-latch, and two inch barrel bolts. Fix an iron spring to each door to prevent it from slamming.

Internal Doors.—The internal doors are to be inch four-pane square; each to have two inch butts, Norfolk thumb-latch, and two inch barrel bolts and strong door-spring; with wrought, framed, and chamfered door-cases; those on stone floors or thresholds to be tenoned into same.

Lead-casing to Feet of Door-cases.—Completely wrap round and separate from the stone the feet of all door-cases tenoned into stone with a piece of milled lead.

All the faces of the joiner's work are to be wrought.

Provide here for all other carpenter's and joiner's works, such as to stairs, with balusters, hand-rails, &c., closets and shelves, skirting, window-shutters, &c., sky-lights and borrowed lights, raising the floor in steps for class-desks and galleries, &c.

Mason.

Stone.—All the stone used in the mason's work is to be of the best quality, free from shakes, flaws, rents, and all other defects, and laid so as to be compressed according to its natural bed.

Foundations of .†—Bed for the foundations of walls a complete course of laid at the depth of below the finished surface of the ground.

String-courses.—Put to string-courses of stone inches, moulded, mitred, and run with lead at all the joints therein.

Water Table to Chimneys.—Put at the foot of each stack of chimneys , a water table of stone, wrought, weathered, and throated.

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* Provide for openings.

† If of stone.

Window-sills.—Put to the windows of sills of inch inches wide, laid sloping, wrought fairly in front, and with tooled soffit ends and level tops beneath the sash-sills.

Landing to Doorways.—Put to in landings and steps of stone back-jointed and fixed complete.

Sills to External Doors.—Put to doors sills wide, and 18 inches wider than the openings.

Slabs and Hearths.—Put inch rubbed slabs and hearths to fire-places.

Chimney-jambs.—Neatly point the jambs of chimneys of in cement as far as the top of the arch.

Chimney-pieces.—Put to the fire-places of chimney-pieces with jambs inches wide, shelves inches wide, and mantles inches wide.

Cramps. Labour.—Provide and fix, and run with lead, copper cramps and plugs wherever requisite. No cramps of iron are to be used. Run the joints with lead. Cut all requisite rebates, grooves, chases, holes, back-joints, fair edges, and perform the other labour usual or necessary to mason's work.

Leave the whole work perfect at completion, previous to which all the mason's work is to be well cleaned off.

Where good stone is cheap, to the above may be added clauses for the execution by the mason of walls and Gothic finishings, heads, mullions, and joints of windows. Provide also for internal paving, copings to gables, &c., corbels to support flues, &c., granite bases to iron columns, &c.

Slater.

Slates.—Slate the whole of the roofs with slates, laid and cut close and overlapping inches, nailed with copper nails, two to each slate; point the under sides with lime and hair, and lay the eaves double.

The ridges are provided for as plumber's work; but may be formed of "Imperial sawn slate, 5 in. wide, laid and pointed with slate cement, and screwed to the ridge-board," or they may be formed of ridge-tiles by the bricklayer.

Plasterer.

Ceilings.—Lath with double laths, plaster, float, set, and whiten ceilings of

Ceilings.—Lath with double laths, plaster, set, and whiten ceilings of

Timbers of Roof.—Size white timbers of roof or ceilings where seen.

Walls.—Properly stop and colour the walls of of a colour.

Walls, Brick-nogging, &c.—Render, set, and colour the brick-work of

Quarter Partitions.—Lath, plaster, set, and colour

Labour.—Execute all requisite beads, quirks, and arrises.

Areas.—Lime-white

*Dressings.**—Execute the dressings to
and the in cement.

Painter.

Iron-work.—Paint times with the best oil and colour the whole of the iron-work, the first two coats of colour being red-lead paint, and the last coat being colour.

Wood-work.—Properly prepare, knot, and stop the whole of the wood-work usually painted, and paint times with the best oil, and colour all those parts thereof which are not described to be otherwise painted or finished in other clauses of this specification.

Doors.—Grain extra in imitation of oak, and varnish twice with best copal varnish the

Provide for extra painting to timbers of roof where seen, closet-fronts and doors, sashes of windows, &c.

Glazier.

Glass.—Glaze all the windows and lights with good second Newcastle crown glass.

In Wood.—Properly bed, brad, and back-putty to all the sashes in wood.

In Lead.—Glaze the windows of in small squares set in strong church window lead, and secured to the saddle-bars by strong copper bands.

Clean and leave perfect the whole of the glazing at the completion of the works.

Provide for glazing of skylights, fan-lights, borrowed lights, sash-doors, &c.

Plumber.

Lay the gutters with 7 lbs. milled lead, turning up 9 inches against the wall and 12 inches up the roofs, with all requisite rolls and drips; no part of the gutters is to be less than 12 inches wide, and the fall is not to be less than 1½ inch in 10 feet. Provide proper lead shoots from the gutters to the rain-pipe beads. The flashings of the chimney-shafts to be of 5 lbs. milled lead inches wide.

Provide for a sink, with bell-grating and waste-pipe to privies, rain-water cistern, with service pipe to sink and overflow pipe to privies, covering of dormers, &c., and flashings.

Cover the hips and ridges with 4 lb. milled lead, 16 inches wide, properly dressed and secured.

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* Cutting bricks or stone should be substituted for cement finishings, if practicable.

SMITH.

Iron Guttering.—Provide and fix inch cast-iron semicircular guttering on cast-iron brackets to the eaves throughout, and inch diameter down-pipes, with heads and shoes, delivering into the drain.

Iron-work to Roofs.—Provide and fix all the necessary iron-work for the roofs.

Enumerate straps, bolts, &c., to timbers of trusses.

Chimney-bars.—Provide and fix No. chimney-bars inch × inch caulked at both ends, and bent to the figure of an arch, if required by the design.

Window-bars.—Provide and fix to windows wrought-iron saddle-bars ½ inch square, not more than apart, and tailing into walls 4 inches.

*Cast-iron Gratings.**—Provide No. cast-iron gratings for ventilation in external walls inches × inches. No. with valves to open and shut in floors, inches × inches. No. with valves to be opened and shut by strings and pulleys in ceilings inches × inches.

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* These gratings are for ventilation. See 8vo. Edition of Minutes of the Committee of Council on Education for 1839-40, pages 85 and 129; for Specifications of privies, fittings, yards, external walls, and fences, see pages 130-3.

ANNO QUARTO & QUINTO VICTORIÆ REGINÆ, *Cap.* xxxviii.

AN ACT TO AFFORD FURTHER FACILITIES FOR THE CONVEYANCE AND ENDOWMENT OF SITES FOR SCHOOLS.

[21*st June*, 1841.]

WHEREAS it is expedient that greater facilities should be given for the erection of schools and buildings for the purposes of education: may it therefore please your Majesty that it may be enacted; and be it enacted by the Queen's most excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the authority of the same, That from and after the passing of this Act an Act passed in the session held in the sixth and seventh years of the reign of his late Majesty King *William* the Fourth, intituled *An Act to facilitate the Conveyance of Sites for School-rooms*, shall be and the same is hereby repealed; provided that all matters and things done in pursuance of the said Act shall be and remain valid as though the said Act was not repealed; and all matters and things commenced in pursuance of the said Act shall be continued according to the provisions of this Act, if the same shall be applicable, otherwise shall be continued conformably to the said recited Act, which shall be deemed to be still in force with regard to such proceedings.

II. And be it enacted, That any person, being seised in fee simple, fee tail, or for life, of and in any manor or lands of freehold, copyhold, or customary tenure, and having the beneficial interest therein, or in *Scotland* being the proprietor in fee simple or under entail, and in possession for the time being, may grant, convey, or enfranchise by way of gift, sale, or exchange, in fee simple or for a term of years, any quantity not exceeding one acre of such land, as a site for a school for the education of poor persons, or for the residence of the schoolmaster or schoolmistress, or otherwise for the purposes of the education of such poor persons in religious and useful knowledge; provided that no such grant made by any person seised only for life of and in any such manor or lands shall be valid, unless the person next entitled to the same in remainder, in fee simple or fee tail, (if legally competent,) shall be a party to and join in such grant: Provided also, that where any portion of waste or commonable land shall be gratuitously conveyed by any lord or lady of a manor for any such purposes as aforesaid, the rights and interests of all persons in the said land shall be barred and divested by such conveyance: Provided also, that upon the said land so granted as aforesaid, or any part thereof, ceasing to be used for the purposes in this Act mentioned, the same shall thereupon immediately revert to and become a portion of the said estate held in fee simple or otherwise, or of any manor or land as aforesaid, as fully to all intents and purposes as if this Act had not been passed, anything herein contained to the contrary notwithstanding.

III. And whereas it may be expedient and proper that the chancellor and council of Her Majesty's Duchy of *Lancaster*, on Her Majesty's behalf, should be authorized to grant, convey, or enfranchise, to or in favour of the Trustee or Trustees of any existing or intended school, lands and hereditaments belonging to Her Majesty in right of Her said Duchy, for the purposes of this Act; Be it therefore enacted, That it

shall and may be lawful for the chancellor and council of Her Majesty's Duchy of *Lancaster* for the time being, by any deed or writing under the hand and seal of the chancellor of the said Duchy for the time being, attested by the clerk of the council of the said Duchy for the time being, for and in the name of Her Majesty, Her Heirs and Successors, to grant, convey, or enfranchise, to or in favour of such Trustee or Trustees, any lands and hereditaments to be used by them for the purposes of this Act, upon such terms and conditions as to the said chancellor and council shall seem meet; and where any sum or sums of money shall be paid as or for the purchase or consideration for such lands or hereditaments so to be granted, conveyed, or enfranchised as aforesaid, the same shall be paid by such Trustee or Trustees into the hands of the Receiver General for the time being of the said Duchy, or his Deputy, and shall be by him paid, applied, and disposed of according to the provisions and regulations contained in an Act passed in the forty-eighth year of the reign of His late Majesty King *George* the Third, intituled *An Act to improve the Land Revenue of the Crown in* England, *and also of His Majesty's Duchy of* Lancaster, or any other Act or Acts now in force for that purpose: Provided always, that upon the said land so granted as aforesaid, or any part thereof, ceasing to be used for the purposes in this Act mentioned, the same shall thereupon immediately revert to and become again a portion of the possessions of the said Duchy, as fully to all intents and purposes as if this Act or any such grant as aforesaid had not been passed or made; anything herein contained to the contrary notwithstanding.

IV. And be it enacted, That for the purposes of this Act only, and for such time only as the same shall be used for the purposes of this Act, it shall be lawful for any two of the principal officers of the Duchy of *Cornwall*, under the authority of a warrant issued for that purpose under the hands of any three or more of the special Commissioners for the time being for managing the affairs of the Duchy of *Cornwall*, or under the hands of any three or more of the persons who may hereafter for the time being have the immediate management of the said Duchy, if the said Duchy shall be then vested in the Crown, or if the said Duchy shall then be vested in a Duke of *Cornwall*, then under the hand of the Chancellor for the time being of the said Duchy, or under the hands of any three or more of the persons for the time being having the immediate management of the said Duchy, by deed under their hands, to grant and convey to the Trustees or Trustee for the time being of any existing school, or of any school intended to be established by virtue of this Act, any lands, tenements, or hereditaments forming part of the possessions of the said Duchy of *Cornwall*, not exceeding in the whole one acre in any one parish, upon such terms and conditions as to the said special Commissioners or Chancellor, or such other persons as aforesaid, shall seem meet: Provided always, that upon the said land so granted as aforesaid, or any part thereof, ceasing to be used for the purposes in this Act mentioned, the same shall thereupon immediately revert to and become again a portion of the possessions of the said Duchy, as fully to all intents and purposes as if this Act or any such grant as aforesaid, hath not been passed or made; anything herein contained to the contrary notwithstanding.

V. And be it enacted, That where any person shall be equitably entitled to any manor or land, but the legal estate therein shall be in some

Trustee or Trustees, it shall be sufficient for such person to convey the same for the purposes of this Act without the Trustee or Trustees being party to the conveyance thereof; and where any married woman shall be seised or possessed of or entitled to any estate or interest, manorial or otherwise, in land proposed to be conveyed for the purposes of this Act, she and her husband may convey the same for such purposes by deed, without any acknowledgment thereof; and where it is deemed expedient to purchase any land for the purposes aforesaid belonging to or vested in any infant or lunatic, such land may be conveyed by the Guardian or Committee of such infant, or the Committee of such lunatic respectively, who may receive the purchase-money for the same, and give valid and sufficient discharges to the party paying such purchase-money, who shall not be required to see to the application thereof.

VI. And be it enacted, That it shall be lawful for any corporation, ecclesiastical or lay, whether sole or aggregate, and for any Officers, Justices of the Peace, Trustees, or Commissioners, holding land for public, ecclesiastical, parochial, charitable, or other purposes or objects, subject to the provisions next hereinafter mentioned, to grant, convey, or enfranchise, for the purposes of this Act, such quantity of land as aforesaid in any manner vested in such Corporation, Officers, Justices, Trustees, or Commissioners: Provided always, that no ecclesiastical corporation sole, being below the dignity of a bishop, shall be authorized to make such grant without the consent in writing of the bishop of the diocese to whose jurisdiction the said ecclesiastical corporation is subject: Provided also, that no parochial property shall be granted for such purposes without the consent of a majority of the rate-payers and owners of property in the parish to which the same belongs, assembled at a meeting to be convened according to the mode pointed out in the Act passed in the sixth year of the reign of His late Majesty, intituled *An Act to facilitate the Conveyance of Workhouses and other Property of Parishes and of Incorporations or Unions of Parishes in* England *and* Wales, and without the consent of the Poor Law Commissioners, to be testified by their seal being affixed to the deed of conveyance, and of the Guardians of the poor of the Union within which the said parish may be comprised, or of the Guardians of the poor of the said parish where the administration of the relief of the poor therein shall be subject to a Board of Guardians, testified by such Guardians being the parties to convey the same; provided also, that where any Officers, Trustees, or Commissioners, other than parochial Trustees, shall make any such grant, it shall be sufficient if a majority or quorum authorized to act of such Officers, Trustees, or Commissioners, assembled at a meeting duly convened, shall assent to such grant, and shall execute the deed of conveyance, although they shall not constitute a majority of the actual body of such Officers, Trustees, or Commissioners: Provided also, that the Justices of the Peace may give their consent to the making any grant of land or premises belonging to any county, riding, or division by vote at their General Quarter Sessions, and may direct the same to be made in the manner directed to be pursued on the sale of the sites of gaols by an Act passed in the seventh year of the reign of His late Majesty *George* the Fourth, intituled *An Act to authorize the Disposal of unnecessary Prisons in* England.

VII. And be it enacted, That all grants of land or buildings, or

any interest therein, for the purposes of the education of poor persons, whether taking effect under the authority of this Act or any other authority of law, may be made to any Corporation sole or aggregate, or to several Corporations sole, or to any Trustees whatsoever, to be held by such Corporation or Corporations or Trustees for the purposes aforesaid: Provided nevertheless, that any such grant may be made to the minister of any parish being a corporation, and the churchwardens or chapelwardens and overseers of the poor, or to the minister and kirk session of the said parish, and their successors; and in such case the land or buildings so granted shall be vested for ever thereafter in the minister, churchwardens, or chapelwardens, and overseers of the poor for the time being, or the minister and kirk session of such parish, but the management, direction, and inspection of the school shall be and remain according to the provisions contained in the deed of conveyance thereof: Provided also, that where any ecclesiastical corporation sole below the dignity of a bishop shall grant any land to trustees, other than the minister, churchwardens or chapelwardens, and overseers, for the purposes aforesaid, such trustees shall be nominated in writing by the bishop of the diocese to whose jurisdiction such corporation shall be subject; provided that where any school shall be intended for any ecclesiastical district not being a parish as hereinafter defined, it shall be sufficient if the grant be made to the minister and church or chapel warden or wardens of the church or chapel of such district, to hold to them and their successors in office; and such grant shall enure to vest the land, subject to the conditions contained in the deed of conveyance, in such minister and the church or chapel warden or wardens for the time being.

VIII. And whereas schools for the education of the poor in the principles of the established church, or in religious and useful knowledge, and residences for the masters or mistresses of such schools, have been heretofore erected, and are vested in trustees not having a corporate character; be it therefore enacted, That it shall be lawful for the trustees for the time being of such last-mentioned schools and residences, not being subject to the provisions of the Act passed in the last session of Parliament, intituled *An Act for Improving the Conditions and Extending the Benefits of Grammar Schools*, to convey or assign the same, and all their estate and interest therein, to such ministers and churchwardens and overseers of the poor of the parish within which the same are respectively situate, and their successors as aforesaid, or, being situate within an ecclesiastical district not being a parish as hereinafter defined, then to the minister and church or chapel wardens of the church or chapel of such district, and their successors, in whom the same shall thereafter remain vested accordingly, but subject to and under the existing trusts and provisions respectively affecting the same.

IX. And be it enacted, That any person or persons or corporation may grant any number of sites for distinct and separate schools, and residences for the master or mistress thereof, although the aggregate quantity of land thereby granted by such person or persons or corporation shall exceed the extent of one acre; provided that the site of each school and residence do not exceed that extent: Provided also, that not more than one such site shall be in the same parish.

X. And be it enacted, That all grants, conveyances, and assurances

of any site for a school, or the residence of a schoolmaster or schoolmistress, under the provisions of this Act, in respect of any land, messuages, or buildings, may be made according to the form following, or as near thereto as the circumstances of the case will admit; (that is to say,)

'I [*or* We, *or the corporate title of a corporation*], under the authority of an Act passed in the year of the reign of Her Majesty Queen *Victoria*, intituled *An Act for affording further Facilities for the Conveyance and Endowment of Sites for Schools*, do hereby freely and voluntarily, and without any valuable consideration, [*or* do, in consideration of the sum of to me *or* us *or* the said paid,] grant, [alienate,] and convey to all [*description of the premises*], and all [my *or* our *or* the right, title, and interest of the] to and in the same and every part thereof, to hold unto and to the use of the said and his *or* their [heirs, *or* executors, *or* administrators, *or* successors,] for the purposes of the said Act, and to be applied as a site for a school for poor persons of and in the parish of and for the residence of the schoolmaster [*or* schoolmistress] of the said school [*or for other purposes of the said school*], and for no other purpose whatever; such school to be under the management and control of [*set forth the mode in which and the persons by whom the school is to be managed, directed, and inspected.*] [*In case the school be conveyed to trustees, a clause providing for the renewal of the trustees, and in cases where the land is purchased, exchanged, or demised, usual covenants or obligations for title may be added.*] In witness whereof the conveying and other parties have hereunto set their hands and seals, this day of

"Signed, sealed, and delivered by the said in the presence of of ."

And no bargain and sale or livery of seisin shall be requisite in any conveyance intended to take effect under the provisions of this Act, nor more than one witness to the execution by each party; and instead of such attestation such conveyance of any lands or heritages in *Scotland* shall be executed with a testing clause, according to the law and practice of *Scotland*; and, being recorded within sixty days of the date thereof in the general register of seisins or particular register for the county or stewartry in which the lands or heritages lie, shall, without actual seisin, be valid and effectual in law to all intents and purposes, and shall be a complete bar to all other rights, titles, trusts, interests, and incumbrances to, in, or upon the lands or heritages so conveyed.

XI. And be it enacted, That where any land shall be sold by any ecclesiastical corporation sole for the purposes of this Act, and the purchase-money to be paid shall not exceed the sum of twenty pounds, the same may be retained by the party conveying, for his own benefit; but when it shall exceed the sum of twenty pounds it shall be applied for the benefit of the said corporation, in such manner as the bishop in whose diocese such land shall be situated shall, by writing under his hand, to be registered in the registry of his diocese, direct and appoint; but no person purchasing such land for the purpose aforesaid shall be required to see to the due application of any such purchase-money.

XII. And be it enacted, That the price of any lands or heritages to be sold for the purposes of this Act by any heir of entail or other incapacitated person or persons in *Scotland* shall be applied and invested in such

and the like manner as is directed in relation to any moneys awarded to be paid for lands or heritages belonging to heirs of entail or incapacitated persons under an Act passed in the first and second years of the reign of His late Majesty King *William* the Fourth, intituled *An Act for Amending and making more effectual the Laws concerning Turnpike-Roads in* Scotland.

XIII. And be it enacted, That when any ecclesiastical corporation sole below the dignity of a bishop shall grant any land belonging to him in right of his corporation for the purposes of this Act, he shall procure a certificate, under the hands of three beneficed clergymen of the diocese within which the land to be conveyed shall be situate, as to the extent of the land so conveyed, to be endorsed on the said deed; which certificate shall be in the form following; (that is to say,)

"WE, *A.B.* clerk, rector of the parish of *C.D.* clerk, rector of the parish of and *E.F.* clerk, vicar of the parish of being three beneficed clergymen of the diocese of do hereby certify, That clerk, rector of the parish of within the said diocese of being about to convey a portion of land situate in the said parish of for the purposes of a school, under the powers of the Act passed in the year of the reign of Her Majesty Queen Victoria, intituled, *An Act for affording further Facilities for the Conveyance and Endowment of Sites for Schools*, we have at his request inspected and examined the portion of land, and have ascertained that the same is situate at [*here describe the situation*], and that the extent thereof does not exceed acre . As witness our hands, this day of at in the county of and diocese of .

Witness of ."

And until such certificate shall have been signed no such conveyance shall have any force or validity.

XIV. And be it enacted, That when any land or building shall have been or shall be given or acquired under the provisions of the said first-recited Act or this Act, or shall be held in trust for the purposes aforesaid, and it shall be deemed advisable to sell or exchange the same for any other more convenient or eligible site, it shall be lawful for the trustees in whom the legal estate in the said land or building shall be vested, by the direction or with the consent of the managers and directors of the said school, if any such there be, to sell or exchange the said land or building, or part thereof, for other land or building suitable to the purposes of their trust, and to receive on any exchange any sum of money by way of effecting an equality of exchange, and to apply the money arising from such sale or given on such exchange in the purchase of another site, or in the improvement of other premises used or to be used for the purposes of such trust; provided that where the land shall have been given by any ecclesiastical corporation sole the consent of the bishop of the diocese shall be required to be given to such sale or exchange before the same shall take place: Provided also, that where a portion of any parliamentary grant shall have been or shall be applied towards the erection of any school, no sale or exchange thereof shall take place without the consent of the secretary of state for the home department for the time being.

XV. And whereas in many cases conveyances of land have been made,

purporting to be made in pursuance of the powers of the said first-recited Act, to the minister or incumbent and the churchwardens or chapelwardens of certain parishes or places, as and for sites of schools or houses of residence for the schoolmasters; and doubts have been entertained whether such conveyances are valid and effectual for the purposes of conveying the fee simple, in consequence of the said statute not containing any words of limitation to the successors of such persons; be it therefore enacted, That all conveyances whereby any land shall have been conveyed to the minister or incumbent and the churchwardens or chapelwardens of any parish or place for the time being, whether made to them as such minister or incumbent and churchwardens or chapelwardens, or to them and their successors, shall be deemed and taken to have been and shall be valid and effectual for the purpose of vesting the fee simple, or such other estate as hath been proposed to be conveyed, in the persons who from time to time shall be the minister or incumbent and the churchwardens or chapelwardens of such place, such minister being the rector, vicar, or perpetual curate, whether endowed or not, of the said parish or place.

XVI. And whereas certain lands or buildings have been conveyed for valuable consideration, upon trust for the purposes of the education of the poor, and through inadvertence or other causes the deeds or assurances conveying the same have not been enrolled in Chancery as required by the Act passed in the ninth year of the reign of His late Majesty King *George* the Second, intituled *An Act to restrain the Disposition of Lands whereby the same become unalienable*, and by the said hereinbefore first-recited act; be it therefore enacted, That notwithstanding the said provisions all such conveyances shall be and remain valid for the space of twelve calendar months next ensuing the passing of this Act, and if enrolled in Chancery before the expiration of that time shall be and remain valid hereafter as if duly enrolled within the time required by the provisions of the said Acts: Provided nevertheless, that no effect shall be given hereby to any deed or other assurance heretofore made, so far as the same has been already avoided by any suit at law or in equity, or by any other legal or equitable means whatsoever, or to affect or prejudice any suit at law or in equity actually commenced for avoiding any such deed or other assurance, or for defeating the charitable uses in trust or for the benefit of which such deed or other assurance may have been made.

XVII. And be it enacted, That no schoolmaster or schoolmistress to be appointed to any school erected upon land conveyed under the powers of this Act shall be deemed to have acquired an interest for life by virtue of such appointment, but shall, in default of any specific engagement, hold his office at the discretion of the trustees of the said school.

XVIII. And for the more speedy and effectual recovery of the possession of any premises belonging to any school which the master or mistress who shall have been dismissed, or any person who shall have ceased to be master or mistress, shall hold over after his or her dismissal or ceasing to be master or mistress, be it enacted, That when any master or mistress, not being the master or mistress of any grammar-school within the provision of the Act of the last session of Parliament hereinafter mentioned, holding any schoolroom, schoolhouse, or any other house, land, or tenement, by virtue of his or her office, shall have been dismissed

or removed, or shall have ceased to be master or mistress, and shall neglect or refuse to quit and deliver up possession of the premises within the space of three calendar months after such dismissal or ceasing to be master or mistress, not having any lawful authority for retaining such possession, it shall be lawful for the justices of the peace acting for the district or division in which such premises are situated, in petty sessions assembled, or any two of them, or for the sheriff of the county in *Scotland*, and they are hereby required, on the complaint of the trustees or managers of the said school, or some one of them, on proof of such master or mistress having been dismissed or removed, or having ceased to be such master or mistress, to issue a warrant under their hands and seals, or under the hand of such sheriff in *Scotland*, to some one or more of the constables and peace-officers of the said district or division, or of the sheriff's officers in *Scotland*, commanding him or them, within a period to be therein named, not less than ten nor more than twenty-one clear days from the date of such warrant, to enter into the premises, and give possession of the same to the said trustees or managers or their agents, such entry and possession being given in *England* in such manner as justices of the peace are empowered to give possession of any premises to any landlord or his agent under an Act passed in the second year of the reign of Her present Majesty, intituled *An Act to facilitate the Recovery of Possession of Tenements after due Determination of the Tenancy.*

XIX. And whereas by an Act passed in the last session of Parliament, intituled *An Act to further Amend the Church Building Acts*, provision was made to enable Her Majesty's commissioners for building new churches to apply land in any parish granted to them for any of the purposes of the church building Acts to any other ecclesiastical purposes, or for the purpose of any parochial or charitable school, or any other charitable or public purpose relating to any such parish or place: And whereas through an accidental omission such provision does not extend to cases of land granted by way of gift; be it therefore enacted, That such power so given to the said commissioners, so far as it is applicable to the purposes of any school, shall extend to every case of land granted, given, or conveyed to them under the authority of the several Acts in the said Act recited.

XX. And be it enacted, That the term "parish" in this Act shall be taken to signify every place separately maintaining its own poor, and having its own overseers of the poor and church or chapel wardens.

XXI. And be it enacted, That this Act shall not extend to *Ireland.*

XXII. And be it enacted, That nothing herein contained shall repeal or affect an Act passed in the second year of the reign of Her present Majesty, intituled *An Act to facilitate the Foundation and Endowment of additional Schools in* Scotland, or another Act passed in the last session of Parliament, intituled *An Act to enable Proprietors of Entailed Estates in* Scotland *to feu or lease on long Leases Portions of the same for the Building of Churches and Schools, and for Dwelling-houses and Gardens for the Ministers and Masters thereof.*

XXIII. And be it enacted, That this Act may be altered or amended by any Act to be passed in this session of Parliament.

APPENDIX II.

STATISTICS OF APPLICATIONS

FOR

AID FROM THE PARLIAMENTARY GRANT

WHICH HAVE BEEN

CONSIDERED AND DETERMINED

BY THE

COMMITTEE OF COUNCIL ON EDUCATION,

IN THE YEAR

1840-41.

Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several Heads.						
	To obtain aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
1840 Jan. 7	The erection of a school .	Balerno	Scotch	2	1	..	..	5	..	..
Mar. 19	Liquidation of debt, and rendering the schools more efficient.	Aberdeen . . .	Scotch	..	..	3	1	..	..	..
June 4	The erection of a school-house.	Heywood, St. Luke's.	National School.	1	..	..	4	..	..	..
11	Annual support of schools	Stafford	Presby.	..	..	2	..	5	..	..
15	The erection of a school-house.	Kilmuir	Scotch	1	1	..	..	6	..	..
22	The erection of a school-house.	Basford, Old . .	..	1	1	..	..	10	..	..
23	Annual support of school.	Handsworth . .	..	..	..	..	..	..	..	..
23	The erection of a school .	Maxwellton. . .	Scotch	..	1	..	..	..	..	..
25	Addition to grant of the last year.	Clavering . . .	British School.			Sev	ente	en.		
27	The erection of a school .	Dereham, East. .	B.			Twe	lve.			
July 3	The support of school. .	Dunning . . .	Scotch	..	..	..	..	..	..	..
4	The fitting-up and enclosing Sunday-school, in order that it may be used daily.	Chorley	British				Ten			
7	The erection of a school .	Merston . . .	N.	1	..	..	..	1	..	..
9	Ditto	Islington, South, and Pentonville.	B.	..	4	3	3	..	2	..
11	Liquidation of a mortgage of 1250*l.* and 350*l.* interest.	Trowbridge. . .	B.	..	7	..	..	2	..	..
17	The erection of a school .	Coggeshall . . .	B.	..	..	..	..	..	..	..
21	Ditto infant-school	Portishead . . .	N.	..	..	..	..	..	..	..
25	In liquidation of debt, and completion of schools.	Greenock . . .	Scotch	..	..	..	6	..	..	..
June 23	The erection of a school .	Camberwell. . .	B.	..	7	2	3	..	..	..
July 25	Annual support of school .	Elgin.	Scotch.	..	..	..	..	..	..	..
25	The erection of a residence for master.	Bristol, Lewin's Mead.	B.	..	..	..	38	..	..	..
27	The purchase of premises to be converted into school-house.	Barnard Castle .	N.	1	1	..	3	..	..	..
27	The erection of a school-house.	Buckfastleigh . .	N.	6	3	..	..	..	..	..
27	Ditto . . .	Knighton . . .	N.	1	9	..	..	..	..	..
28	Ditto . . .	Sandback . . .	N.	2	..	..	..	..	..	..
28	Ditto . . .	Upton-on-Severn .	N.	1	3	..	..	..	..	..
28	Liquidation of debt incurred in erection of school.	Maghull. . . .	N.			Se	ven			
28	The erection of a school-house.	Bilston, St. Mary .	N.	..	..	..	..	..	..	..
28	Ditto . . .	Bagillt in Holywell	N.	2	..	2	..	..	1*	..
28	Ditto . . .	Hockwold-cum-Wilton.	N.	2	1	..	..	..	..	..

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District *not* endowed.		No. of Children to be provided for in School, at six square feet for each.
Site.	Play Ground.		Name and Character.	Number of Children taught.	Name and Character.	Number of Children taught.	
20 falls	..	900	The parish school	..	2 girls' schools . .	50	..
..	..	60,000	..	..	..	..	1350
..	36 by 10 yds.	2,000	None	..	1 Sunday . . .	..	..
..	..	6,956	A free grammar-school, about	12	National school . .	..	140
					British school	..	
2 acres	..	841	..	..	..	..	82
1½ acre	..	10,000	..	..	A few dame-schools	..	..
..	..	..	..	..	..	..	..
..	150 by 50 ft.	2,000	The parish school .	..	A private school .	..	150
..	..	2,000	..	..	A few small girls' schools.	..	186
..	110 by 75 ft.	7,000	..	..	National . . boys	50	308
	95 by 83 ft.				Independent . girls	50	
..	..	2,100	..	..	Parish school . .	..	..
..	..	12,000	..	..	National school .	400	270
					Infant-school . .	180	
45 by 20 ft.	..	450	..	..	..	..	40
95 by 67 ft.	4535 sq. ft.	7,000	..	..	1 day-school . . .	230	982
					1 infant-school . .	50	
..	..	14,000	A free-school . .	50	National (girls). .	80	702
					Infant-school . .	90	
107 by 26 ft.	64 by 26 ft.	4,000	20*l.* from Sir Rob. Hitcham's will, paid to a schoolmaster whose sch. has fallen into decay.		National school . .	255	236
					Sunday-school . .	100	
					Lancasterian . .	50	
100 by 50 ft.	65 by 50 ft.	1,600	..	..	National school . .	100	153
97¼ falls	..	35,000	..	..	Various schools . .	900	..
..	..	..	Green-coat school .	350	Camden school . .	140	400
					Edmund-street . .	100	
..	..	8,000	Anderson's Institution.	150	..	..	127
..	..	100,000	Cannot tell . . .	..	Cannot tell . . .	..	..
..	..	..	..	..	National schools .	339	183
38 ft. 6 in. by 37 ft.	..	378	..	..	British schools . .	..	378
					Dame-schools	..	
..	..	500	..	..	..	..	90
¼ acre	fitted with poles, &c.	8,000	Grammar-school .	20	..	..	500
32 ft. 4 in. by 16 ft. 6 in.	38 by 17 ft.	2,400	A small endowment to girls' national school.	..	National boys' school	..	90
					Do. girls' school.	..	
					Various dame-schls.	..	
354 sq. yds.	162 sq. yds.	1,432	12*l.* per ann. . .	12	..	..	160
..	..	..	..	..	..	..	608
105 by 48 ft.	..	7,000	..	..	Church and Dissenting Sunday-schools	..	312
½ acre	..	900	..	..	A Sunday sch. held in church.	110	125
					A Wesleyan do.		
					4 dame-schools		

Continued on pages 88, 89.

Date of Receipt of Application.	Object of Application.		Total estimated Expense of School Buildings.							
	To obtain aid in.	At	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Total estimated Expense.
1840			£.	£.	£.	£.	£.	£.	£.	£.
Jan. 7	The erection of a school	Balerno . . .	..	200	..	..	..	..	..	200
Mar. 19	Liquidation of debt, and rendering the schools more efficient.	Aberdeen . . .	..	..	..	..	..	..	..	..
June 4	The erection of a school-house.	Heywood, St. Luke's.	120	400	100	..	..	10*	120	750
11	Annual support of schools	Stafford . . .	..	..	..	..	..	..	..	..
15	The erection of a school-house.	Kilmuir . . .	..	81 17	..	..	..	..	..	81 17
22	The erection of a school-house.	Basford, Old . .	..	500 or 600per haps			..	..	..	..
23	Annual support of school	Handsworth . .	..	..	..	..	..	..	..	..
23	The erection of a school	Maxwellton . .	300	..	..	..	16	..	..	316
25	Addition to grant of the last year.	Clavering . . .	..	..	..	..	..	..	..	..
27	The erection of a school	Dereham, East .	145	559	..	..	..	..	..	704
July 3	The support of school .	Dunning . . .	School already erected (cost 320*l.*) at the sole ex-							
4	The fitting-up and enclosing Sunday-school, in order that it may be used daily.	Chorley . . .	..	..	..	..	..	..	..	..
7	The erection of a school	Merston . . .	..	84	..	..	..	..	..	84
9	Ditto . . .	Islington, South, and Pentonville.	..	1600	200	..	..	..	..	1800
11	Liquidation of a mortgage of 1250*l.* and 350*l.* interest.	Trowbridge . .	..	..	..	..	..	..	..	..
17	The erection of a school	Coggeshall . .	..	400	..	..	..	..	..	400
21	Ditto infant-school	Portishead . .	..	250	..	..	..	..	..	250
25	In liquidation of debt, and completion of schs.	Greenock . . .	..	..	..	..	..	..	..	1100
June 23	The erection of a school	Camberwell . .	..	715	..	..	..	..	..	715
July 25	Annual support of school	Elgin	..	..	..	..	..	..	..	..
25	The erection of a residence for master.	Bristol, Lewin's Mead.	..	..	..	..	..	..	..	..
27	The purchase of premises to be converted into school-house.	Barnard Castle .	..	150	..	..	..	..	..	150
27	The erection of a school-house.	Buckfastleigh .	37	234	66	..	..	..	..	337
27	Ditto . . .	Knighton . . .	..	216	..	..	..	..	..	216
28	Ditto . . .	Sandback . . .	..	1000	..	..	..	..	..	1000
28	Ditto . . .	Upton-on-Severn .	..	97	..	..	..	..	..	160
28	Liquidation of debt incurred in erection of school.	Maghull . . .	..	329	..	..	16	..	..	345
28	The erection of a school-house.	Bilston, St. Mary	..	760	..	..	..	..	..	760
23	Ditto . . .	Bagillt in Holywell	..	350	..	..	..	..	..	350
8	Ditto . . .	Hockwold-cum-Wilton.	..	175	..	..	..	..	..	175

* Law expenses.

Amount subscribed by Private Parties.	Amount contributed by any Society or Societies, naming them.	Amount derived from Sale of Old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants.	
					Annual Subscriptions and Donations.	Annual Collections.	Endowments.	School Fees.	Other Sources.	Total.		Accepted.	Declined.
£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
100	..	..	..	100	..	..	..	30	at pre	sent,	100		
						b	ut exp	ecte	d to in	crease.			
..	..	..	..	..	79 18 1	..	..	..	..	..	165	165	
100 land 120	N. S. 160	..	..	380	30	..	..	2*d.*	p. wk child.	each	220	220	
..	..	..	..	..	15 or 20	..	..	15 or 20	..	..	Refused.		
31 4	..	..	..	50 13	..	..	..	10	15	25	30	30	
..	..	..	..	..	50	20	..	Can	not say	100	Refused.	..	
..	..	..	..	..	..	..	..	..	..	..	Refused.	..	
166	by Sir W. A.	Maxw	ell		25 Sir	W. M	axwell	35	..	60	150	150	
..	..	..	..	..	21	..	..	40	..	61	Refused.	..	
..	..	..	..	434	49 10	..	..	40	..	89 10	160	160	
pense	of Mrs. Mary	Veitch	..	..	..	..	..	..	..	20	Refused		
..	..	..	..	..	40	..	..	45	..	85	85	85	
47	..	..	..	37	10	..	..	15	..	25	37	37	
600	..	..	..	1195	60	..	..	300	20	380	500	500	
..	..	..	..	..	35	..	..	2*d.* from	and 3*d.* each	p. wk. child.	Refused.		
250	..	..	..	150	The school fees and subscriptions are expected to be sufficient.						118	118	
150	..	..	..	100	10	5	..	20	..	35	76 10	76 10	
..	..	..	..	..	25	..	..	100	27 10	152 10	550	500	
356	..	..	..	359	..	..	..	..	..	125	200	200	
..	..	..	..	..	30	..	..	..	..	30	Refused.	..	
..	..	..	..	..	..	..	..	2*d.*	p. wk. each	from child.	Refused.	..	
60	..	..	..	90	..	..	..	..	..	..	90	90	
37	..	..	..	300	27	..	..	21	..	48	189	189	
146	..	..	..	70	..	..	..	..	..	34	45	45	
500	..	..	..	500	65	..	..	1*d.* each	p. wk. child.	..	250	250	
101 11	..	..	..	58 9	7 7	..	..	25	..	32 7	50	50	
170	..	..	..	175	..	..	12	..	..	..	Post-poned.		
					The boys pay 6*s.* to 10*s.* 6*d.* per qr. girls pay 4*s.* to 8*s.*								
360	50	..	..	350	30	40	..	70	..	140	350	350	
170	30	..	..	150	10	5	..	46	..	61	150	150	
92	..	..	..	83	25	..	..	25	..	50	62 10	62 10	

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Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several Heads.						
	To obtain aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
1840. July 29	The erection of a school-house.	Colaton Rawleigh.	N.	1	..	..	..	2	..	..
April 4	Ditto . . .	Cambroe . . .	Scotch	..	..	..	3	..	..	..
July 29	Ditto . . .	Gawthorpe . . .	N.	3	6	..	3	1	..	..
29	Ditto . . .	Arborfield . . .	N.	..	..	..	..	..	..	..
29	The erection of a residence for schoolmaster.	Glanton	Scotch	1	..	..	..	2	9	..
30	The erection of a school-house.	Hackney-road, Weymouth-terrace.	B			Twe	nty.			
30	Ditto . . .	Tottenham . . .	N.	1	4	2	1	..	1	..
30	Ditto . . .	High Beech. . .	N.	1	1	1	..	..	..	..
30	Ditto . . .	Lewes	N.	2	..	1	1	..	..	..
30	Ditto . . .	Darowen . . .	N.	3	and	Chu	rch	war	den	s.
Aug. 1	Ditto . . .	Smethwick . . .	N.	1	..	..	2	..	..	..
1	Ditto . . .	Alton	N.	..	..	..	..	..	.	..
1	Ditto . . .	Dereham, East. .	N.	1	2	..	..	..	..	..
3	Ditto . . .	Helensburgh . .	Scotch	2	2	..	..	1	1	3
5	Ditto . . .	Midsomer Norton .	N.	1	and	2	Ch.	war	dens	
5	Ditto . . .	Shipston-on-Stour .	N.	1	and	2	Ch	war	dens	
6	Ditto . . .	Richmond, St. John's.	N.	1	5	..	..	..	..	..
6	Establishing a training school under the Chester Diocesan Board.	Chester (training school).	..	..	..	..	.	..	..	..
July 18	Liquidation of a debt . .	Glasgow Mechanics' Institution.	..	..	..	..	..	..	..	..
Aug. 8	The erection of a school .	Mile End (All Saints).	N.	1	1	..	..	..	..	..
8	Ditto . . .	Bethnal Green (Abbey-street).	B.	4	..	2	..	4	..	..
8	The erection of a school .	Mile end (infant-school).	..	1	3	..	4	..	2	..
8	Ditto	Crowborn' in Withyam.	N.	1	1	..	..	..	..	..
8	Ditto	Erth Saint . . .	N.	1	and	Chu	rch	war	den	s.
		Battersea . . .	..	..	..	..	..	..	..	..
10	Ditto	Woolwich . . .	N.	1	5	..	..	..	..	..
10	Ditto	Framwelgate Moor	N.	1	2	..	..	..	..	..
	Ditto	Compton Guilford .	N.	1	2	..	..	..	..	..
11	Ditto	Wicklewood . .	..	..	..	..	..	..	..	..
12	Ditto	Hallingbury, Little.	N.	1	and	2	Chu	rch	war	dens.
12	Ditto	Theydon Bois . .	N.	1	..	..	..	1	..	..
12	Ditto	Stert	N.	1	..	..	..	1	..	..
10	Erecting a Catholic school	Braemar . . .	Roman Catholic	5	..	..	..	..	..	..

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District *not* endowed.		No. of Children to be provided for in School, at six square feet for each.
Site.	Play Ground.		Name and Character.	Number of Children taught.	Name and Character.	Number of Children taught.	
6¼ perches	..	1,000	..	..	..	..	163
¼ acre	¼ acre	2,200	..	..	2 day-schools . ..	300	442
655 sq. yds.	400 sq. yds.	2,000	..	..	..	..	247
..	..	..	..	..	..	..	90
..	..	800	..	..	..	..	72
121 ft. by 70	Residue of site.	40,000	..	..	Shoreditch Ch. Sch. National School . Do. at Haggerston	250 400 400	600
161 by 60 ft.	39 ft. 9 in. by 24 ft.	4,000	..	..	Lancasterian, boys	100	144
40 by 30 ft.	..	500	..	..	..	..	92
..	4150 ft.	10,000	..	..	Lancasterian, boys National, infants . Dissenters, do. . .	240 108 100	496
24 by 12 yds.	..	1,000	..	..	..	120	..
1200 sq. yds.	Residue of site.	5,000	Parkes' endowment of 8*l.* 9*s.* 9*d.*	12 to 20 girls	Infant day-school . Dissenters' Sunday-school, large.	80 ..	400
..	..	..	..	..	..	..	404
1 rood 17 perches.	..	4,181	..	..	National-school . . Dissenters' day-sch. Dame-schools . . Dissenters' Sunday-school.	100 60 121	300
58 by 32 ft.	..	1,800	..	..	1 Private school . .	60	176
..	..	2,200	..	..	National schools .	150	203
51 ft. 5 in. by 28 ft. 5 in.	..	2,000	Marshall's . 36*l.* Pitway's . . 4*l.*	60	..	..	133
..	..	3,000	..	..	A few small dame-schools	..	241
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..
107 by 100 ft.	..	..	..	..	1 Roman Catholic .	..	..
School 135 ft. sq.	11,000 sq. ft.	70,000	Parmitor's . . .	60	5 British juvenile . Do. infant . . 4 national . . .	1070 460 1070	497
50 by 30 ft.	..	8,000	30*l.* for clothing and educating children.	..	National and infant Catholic	450 180	210
¼ acre	A common	550	..	..	..	..	122
92 by 32	..	2,400	..	..	..	..	158
..	..	..	..	..	..	..	..
1085 sq yds.	780 sq. yds.	20,000	Shipwrights' school Wisman's, girls . . Enon Chapel . .	8 15 ..	British and For. sch. Roman Catholic Independents' infant Sunday-schools	..	578
41 by 48 ft.	38 ft. 6 in. by 22 ft.	4,000	..	..	..	..	119
30 poles	..	500	..	..	..	..	64
..	..	..	..	..	..	..	..
40 by 30	..	520	..	..	..	..	100
¼ acre	..	680	..	..	1 Dame-school . .	25	64
20 poles	..	2,129	..	..	National school .	150	41
¼ acre	..	1,200	..	..	..	..	..

Continued on pages 92, 93.

Date of Receipt of Application.	Object of Application.		Total estimated Expense of School Buildings.							
	To obtain aid in	At	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Total estimated Expense.
1840			£.	£.	£.	£.	£.	£.	£.	£.
July 29	The erection of a school-house.	Colaton Rawleigh	31 10	160	..	..	..	..	..	191 10
April 4	Ditto . . .	Cambroe . . .	..	772 10	..	..	..	..	360	1132 10
July 29	Ditto . . .	Gawthorpe . .	..	550	..	..	..	..	..	550
29										
29	Ditto . . .	Arborfield . . .	..	130	..	..	..	..	..	130
	The erection of a residence for schoolmaster.	Glanton . . .	..	..	..	..	..	..	86	86
30	The erection of a school-house.	Hackney-road, Weymouth-terrace	..	1200	..	..	..	..	..	1200
30										
	Ditto . . .	Tottenham . .	..	500	..	..	100	..	200	800
30										
	Ditto . . .	High Beech . .	..	150	20	..	20*	..	..	190
30										
	Ditto . . .	Lewes	..	1030	100	..	45	30*	..	1205
30										
	Ditto . . .	Darowen . . .	..	130	..	..	..	..	..	130
Aug. 1										
	Ditto . . .	Smethwick . .	120	770	80	10†	60	..	..	1040
1										
1	Ditto . . .	Alton	..	700	..	..	50	..	200	950
	Ditto . . .	Dereham, East .	..	450	..	..	75	..	..	525
3	Ditto . . .	Helensburgh . .	50	431	..	..	..	..	..	481
5	Ditto . . .	Midsomer Norton	..	460	..	..	..	..	..	460
5	Ditto . . .	Shipston-on-Stour	..	230	..	..	..	..	..	230
6	Ditto . . .	Richmond, St. John's.	200	685	30	..	..	..	..	915
6	Establishing a training-school under the Chester Diocesan Board.	Chester (training school).	..	..	..	..	..	..	..	..
July 18	Liquidation of a debt .	Glasgow Mechanics' Institution.	..	..	..	..	..	..	..	..
Aug. 8	The erection of a school	Mile End (All Saints).	..	2000	..	..	..	..	..	2000
8	Ditto . . .	Bethnal Green (Abbey-street).	..	1199 14	..	..	..	..	..	1199 14
8	Ditto . . .	Mile End (infant-school).	..	347	83	..	..	..	..	430
8	Ditto . . .	Crowboro', in Withyham.	..	300	..	..	..	..	..	300
8	Ditto . . .	Erth Saint . . Battersea.	..	240	..	..	..	..	..	240
10	Ditto . . .	Woolwich . . .	..	1657	..	..	234	..	..	1891
10	Ditto . . .	Framwelgate Moor.	..	230	..	..	..	..	..	230
	Ditto . . .	Compton Guilford	..	135	..	..	..	..	..	135
11	Ditto . . .	Wicklewood . .	..	..	..	..	..	..	..	..
12	Ditto . . .	Hallingbury, Little.	..	240 10	..	..	..	..	..	240 10
12	Ditto . . .	Theydon Bois .	..	200	..	..	..	..	..	200
12	Ditto . . .	Stert	..	90	..	..	..	..	..	90
10	Erecting a Catholic sch.	Braemar . . .	..	300	..	..	..	..	..	..

* Law expenses. † Trust-deed.

Amount subscribed by Private Parties.	Amount contributed by any Society or Societies, naming them.	Amount derived from Sale of Old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants	
					Annual Subscriptions and Donations.	Annual Collections.	Endowments.	School Fees.	Other Sources.	Total.		Accepted.	Declined.
£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
131 10	..	..	..	60	Expe	cted to	be su	ffici	ent.	..	60	60	
560	..	..	..	572 10	..	..	..	120	..	120	380	380	
200	N. S. 110	..	..	240	No	precis	e infor	mati	on.	..	123 10	123 10	
			exptd.										
55	..	..	10	65	20	..	..	20	..	40	65	65	
43	..	..	..	43	..	..	..	50	..	50	Refused.		
500	..	..	..	700	..	..	..	..	..	..	600	600	
600	..	..	..	200	100	..	..	..	..	100	72	72	
150	..	..	..	40	28	12	..	7	2	49	36	36	
877	..	..	..	328	..	100	..	100	..	200	248	248	
30	N. S. 20	..	15	65	10	..	..	30	..	40	60	60	
734	N. S. 100	..	..	206	56	15	..	2*d.* each	pr.wk. child.	..	200	200	
400	..	..	..	..	..	..	..	..	..	..	200	200	
275	50	..	..	200	20	..	25	1*d.* each	pr.wk. child.	..	140	140	
200	..	..	..	281	12	7	..	..	..	19	215	215	
200	N. S. 45	..	..	215	36	20	60	..	..	116	101 10	101 10	
132	..	..	..	98	..	10	12 10	10	..	32	66 10	66 10	
799	N. S. 100	..	..	..	34	10	..	30	10	84	Post-poned.		
..	..	..	..	..	..	..	..	..	..	..	Refused.		
..	..	..	..	..	..	..	..	..	..	..	Refused.		
600	N. S. 350	..	100	950	..	60	..	150	..	210	400	400	
300	..	..	300	600	..	..	..	..	100	100	497	497	
30	..	..	..	230	..	..	..	..	..	60	105		
170	expected												
136	..	..	..	164	..	1 or 2	..	35‡	..	..	60	60	
140	..	..	..	100	10	5	7	30	10	62	80	80	
1260	N. S. 70	50	..	511	98	68	..	71	..	237	289	289	
180	..	..	..	50	The inc	umben	t and	coal	-owner	s will	50	50	
					subscrib	e annu	ally, a	nd	weekl	y pay-			
					ments fr	om the	schola	rs.					
90	..	..	..	45	30	10	..	..	..	40	32	32	
..	..	..	..	..	..	..	..	..	..	..	..	Withdrawn.	
210	..	..	..	30 10	20	5	3	..	..	28	30 10	30 10	
			exptd.										
107	N. S. 30	..	13	50	16	..	..	20	..	36	32	32	
47	N. S. 10	..	..	33	15	3	..	15	..	33	20	20	
..	..	..	..	..	..	..	..	..	..	..	150	150	

‡ Deficiency will be made up by Rector.

Continued on pages 94, 95.

Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several heads.						
	To obtain aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
Aug. 12	The erection of a school .	Bethnal Green (St. John's).	N.	1	6	2	..	..	1	..
12	Ditto	Bollingbroke . .	N.	1	..	..	..	..	..	..
12	Ditto	Brimington . . .	N.	1	3	..	..	1	..	..
12	Ditto	Callington . . .	N.	6	2	..	..	..	..	..
12	Ditto	Charlton, Wilts .	N.	1	..	1	& C	hur	ch w	ards
12	Ditto	Eastchurch . . .	N.	2	..	..	..	..	..	..
12	Ditto	Frome (Trinity) .	N.	1	and	Chu	rch	war	den	s.
12	Ditto	Hermitage . . .	N.	5	3	..	..	..	..	..
12	Ditto	Hockley . . .	N.	3	3	..	..	..	..	..
12	Ditto	Hove.	N.	1	and	Chu	rch	war	den	s.
12	Ditto	Kilbrooke (St. Mary)	N.	1	and	Chu	rch	war	den	s.
12	Ditto	Leicester (Christchurch)	N.	2	3	2	5	..	..	..
12	Ditto	Leeds (Christchurch).	N.	1	..	..	5	..	..	..
12	Ditto	Maesbury . . .	N.	3	1	..	..	..	..	..
12	Ditto	Middleton, in Stranton.	N.	2	1	..	1	..	..	..
12	Ditto	Milnrow, in Rochdale.	N.	1	..	..	..	..	..	..
12	Ditto	Norton, St. Philip,	N.	1	and	Chu	rch	war	den	s.
12	Ditto	Preston, St. Thomas	N.	2	1	..	1	..	..	..
12	Ditto	Semley	N.	1	1	and	Chu	rch	war	dns.
12	Ditto	Thornborough . .	N.	1	and	Chu	rch	war	den	s.
12	Ditto	Warnborough (South).	N.	2	3	..	..	..	..	..
12	Ditto	Widnes Docks . .	N.	1	..	..	1	..	..	..
12	Ditto	Scremerston . .	N.	2 of G	and reen	Sen wich	ior Ho	Com spit	miss al.	ionr
12	Ditto	Norwich (St. Swithin)	N.	4	..	..	..	..	..	..
13	Ditto	Upton cum Chalvey	N.	..	..	..	..	..	..	..
14	Ditto	Ratcliffe, St. James	N.	1	1	..	3	..	..	..
14	Ditto	Whitechapel (St. Mark's).	N.	2	3	..	..	..	..	..
14	Ditto	Broadwater . . .	N.	1	..	..	..	..	..	..
14	Ditto	Knottingley . .	N.	3	..	..	3	..	..	..

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District *not* endowed.		No. of Children to be provided for in School at six square feet for each.
Site	Play Ground.		Name and Character.	Number of Children taught.	Name and Character.	Number of Children taught.	
105 by 100 ft.	100 by 36 ft. 100 by 36 ft.	12,000	Parmiter's . . .	60	Episcopal infant . British and Foreign Brunswick Chapel .	150 250 30	600
15 perches	11 perches	550	Bolingbroke and Hareby 46*l.*	40	Cottage school . .	..	93
45 by 40 ft.	986 ft.	800	..	..	2 dame-schools . . Sunday-schools . .	40 175	99
..	50 by 15 ft.	6,000	..	..	..	..	240
64 by 21 ft.	..	1,800	..	..	2 small dame-schools	..	141
60 perches	..	1,470	The rent of a cottage and garden.	..	A daily school . .	..	220
75 by 40 ft.	..	4,000	..	..	Dame-school . . . Private school	150	250
35 poles .	16 poles .	750	..	..	..	..	69
15½ perches	..	800	..	..	..	..	122
43 by 30 ft.	..	2,000	..	..	..	..	308
123 sq. yds.	..	2,500	..	..	..	..	108
360 sq. yds.	..	7,000	..	..	2 Brit & For. School's	..	300
165 by 71 ft.	12 by 12 ft. 12 by 12 ft.	6,000	..	..	3 Dissenters' schools	..	807
1 rood . .	..	1,200	..	.	2 small dame-schools	..	116
41 by 41 ft.	..	2,000	..	..	..	..	231
560 sq. yds.	..	4,784	Hills . . 12*l.* Hills . . 13*l.* *Butterworth 25*l.* Neeld . . . . 10*l.* for teaching reading and writing	10 to 15 20 20 80	Brit. schools . . . . Dame-schools.	180	405
90 by 24 ft.	60 by 24 ft.	800			..	..	80
100 by 51½ ft.	36 by 24 ft. 32 by 24 ft.	5,000	..	..	Dissenters . . . Roman Catholics .	506 650	586
3,339 sq. ft.	..	750	..	..	..	..	100
63 by 21 ft.	..	800	..	..	A few dame-schools	..	150
51 by 30 ft.	..	400	..	..	Dame-school . . .	..	100
142½ sq. yds.	28 by 22 ft.	350	..	..	..	..	..
2940 sq. yds.	1,594 sq. yds.	800	..	..	Aquarter pence-school	45	126
770 sq. ft.	..	1,099	..	..	Roman Catholic, Sunday and day. 2 dame schools . .	40 30	117
..	½ acre. . .	2,000	..	..	1 Church school . . 1 school, supported by all parties.	33	174
1200 sq. yds.	300 sq. yds.	8,000	Coopers' Company	..	Queen-st. Sunday and daily. Bloomsbury . . .	200 100	300
..	..	9,000	..	..	..	..	183
66 by 42 ft.	..	2,500	..	..	..	..	183.
1,000 sq. yds.	10 by 8 yds. 10 by 5 yds	4,678	Mr. Bank 8*l.* . . Mr. Brown. The dividends of 213*l.* 3*s.* Navy 5 per ct.	2 14	1 Wesleyan Sunday 2 day schools, to be incorporated into the present one.	..	380

* This to be transferred to present school.

Continued on pages 96, 97.

Date of Receipt of Application.	Object of Application.		Total estimated Expense of School Buildings.							
	To obtain aid in	At	Site	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Total estimated Expense.
1840.			£.	£.	£.	£.	£.	£.	£.	£.
Aug. 12	The erection of a school	Bethnal Green (St. John's).	..	1100	..	..	115	..	540	1755
12	Ditto . . .	Bolingbroke . .	..	116	..	..	12	15*	..	143
12	Ditto . . .	Brimington. . .	..	210	..	..	..	..	..	210
12	Ditto . . .	Callington . . .	..	320	..	...	..	..	..	380
12	Ditto . . .	Charlton, Wilts .	..	263	..	..	..	..	..	263
12	Ditto . . .	Eastchurch . .	..	344 7 6	30	..	..	..	..	374 7 6
12	Ditto . . .	Frome (Trinity) .	..	500	..	..	..	..	..	500
12	Ditto . . .	Hermitage . . .	..	100	8	9 10	14	..	70	201 10
12	Ditto . . .	Hockley . . .	..	385	..	..	..	..	..	385
12	Ditto . . .	Hove	160	500	..	..	..	40†	..	700
12	Ditto . . .	Kilbrooke (St. Mary)	..	116 10	..	..	..	..	..	116 10
12	Ditto . . .	Leicester (Christchurch).	100	745	..	..	..	..	..	845
12	Ditto . . .	Leeds (Christchurch).	360	1530 ‡	..	..	..	..	..	1890
12	Ditto . . .	Macabury . . .	..	220	..	..	..	..	..	220
12	Ditto . . .	Middleton, in Stranton.	..	230	..	..	..	..	..	230
12	Ditto . . .	Milnrow, in Rochdale.	..	400	..	..	..	..	..	400
12	Ditto . . .	Norton, St. Philip	..	191	..	..	..	..	..	191
12	Ditto . . .	Preston, St. Thomas	..	600	150	..	..	..	..	750
12	Ditto . . .	Semley	..	245	..	..	..	..	..	245
12	Ditto . . .	Thornborough . .	..	200	..	..	..	..	..	200
12	Ditto . . .	Warnborough (South).	..	190	..	..	..	..	..	190
12	Ditto . . .	Widnes Docks. .	..	170	..	..	..	..	..	170
12	Ditto . . .	Scremerston . .	..	200	..	..	..	..	..	200
12	Ditto . . .	Norwich (St. Swithin).	..	190	40	..	..	..	..	230
13	Ditto . . .	Upton-cum-Chalvey	..	635	..	..	..	..	..	635
14	Ditto . . .	Ratcliffe, St. James	..	625	..	..	..	..	..	625
14	Ditto . . .	Whitechapel (St. Mark's).	285	642	35 §	20	12	..	140	1134
14	Ditto . . .	Broadwater . .	..	350	..	..	..	..	..	350
14	Ditto . . .	Knottingley . .	..	600 ‖	..	..	..	..	..	600

* Law expenses. † Conveyance. ‡ Including fittings.

Amount subscribed by Private Parties.	Amount contributed by any Society or Societies, naming them.	Amount derived from Sale of Old School-house, or from Sale of Parochial Property	Amount derived from other sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants	
					Annual Subscriptions and Donations.	Annual Collections.	Endowments.	School Fees.	Other Sources.	Total.		Accepted.	Declined.
£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
815	N. S. 300*l.* for master's house	..	..	605	70	30	..	40	..	140	600	600	
50	20 Spilsby Board of Education 25*l.* N S. Chesterfield Board of Edn.	..	..	48	Underta ken by Rector. will pay per The children week.						40	40	
85	26 N S. 22	..	..	77	5	5	..	26	..	36	75	75	
150	N. S. 100	..	..	130	Expected to support itself.						120	120	
166	.. Loan of	..	15	82	15	2	..	25	..	42	70	70	
285	N. S. 87	..	..	2 7 6	40	..	10	..	..	50	Refused		
205	N. S. 50 Wells Bd. 30	..	25	125	Expected to be sufficient.						125	125	
138 2	N. S. 15	..	10	38	5 10	3 10	..	18	2	29	35	35	
210	..	..	..	175	25	..	..	20	..	45	60	60	
480	N. S. 50	..	..	170	90	20	..	15	..	125	77	77	
45	N. S. 25	..	..	46 10	..	2	..	2*d.* per week from each scholar			50	50	
550	N. S. 75	..	.. Exptd	225	..	..	..	2*d.* per week from each scholar			150	150	
830	N. S 200	..	50	810	22	10	..	Uncertain			..	370	370
120	N. S. 30	..	..	..	10	..	..	20	5	35	42	42	
145	N. S. 60 N. S. 35	..	..	10 50	Expected to be sufficient, 4*d.* and 6*d.* per week from each child and fees.						50	50	
150	N. S 87	..	..	200 asked for	..	..	25				..	200	200
140	N. S. 15	..	..	36	..	5	..	15	..	20	40	40	
400	N. S. 60	..	..	290	50	..	..	60	..	110	250	250	
122	N. S. 50 Dioc Bd. 15	..	..	58	10	2	..	1*d.* each	per week child.		50	50	
90	N S. 38 Buck. Deanery Board 10 S.S. Union 20	..	..	42	..	..	..	..	About	40	42	42	
82	..	..	..	108	.. from the farmers.	..	18 and childr	some trade	e school fees and		..	Withdrawn	
120	N. S. 20	..	..	50	A branch of the Farnworth school established.						30	30	
25	N. S 30 Denham Dio. 25	..	..	120	13	..	4	45	..	62	63	63	
125	..	..	..	105	8	5	..	16	..	29	45	45	
140	..	..	..	495	40	..	..	50	..	90	87		
217	N. S. 225	..	..	183	Not stated.						150	150	
360	N. S. 80	..	..	694	30	..	..	40	..	70	92	..	
230	N. S. 40	..	..	80	25	..	..	Children's pence			80	80	
230	..	..	..	370	20	..	10	50	..	80	190	190	

§ Law expenses. Survey •

‖ Including master's house and fence.

Continued on pages 98, 99.

Date of Receipt of Application.	Object of Application: To obtain aid in	Object of Application: At	Description of School.	Number of Trustees under several Heads: Clergy or Ministers.	Gentry.	Professional Men	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
1840. Aug. 14	The erection of a school .	Rockland, St Mary	N.	1	and	Chu	rch	war	den	s.
14	Ditto	Presteign . . .	N.	..	..	2	2	..	..	..
14	Ditto	Stoke, Coventry .	N.	1	and	Chu	rch	war	den	s.
14	Ditto	Hamble le Rice .	N.	The	War	den	a nd	Fel	lows	of
				W	inch	este	r Co	lleg	e.	
14	Ditto	Kinwarton . . .	N.	1	..	..	..	..	..	..
14	Ditto	Beenham . . .	N.	1	2	..	..	..	..	..
14	Ditto	Northenden. . .	N.	..	1	.	2	2	..	..
14	Ditto	Chiddingstone . .	N.	1	and	Chu	rch	war	den	s.
14	Ditto	Boxford	N.	1	5	..	..	..	..	..
14	Ditto	Bambrough. . .	N.	4	2	..	..	..	..	..
14	Ditto	Saltash	N.	2	4	..	..	..	..	..
14	Ditto	Southstoke . . .	N.	1	..	1	..	..	..	..
14	Ditto	Cranbrook . . .	N.	1	..	..	..	.	..	..
14	Ditto	Bishop Monkton .	N.	2	1	..	..	..	..	..
14	Ditto	Worksop . . .	N.	1	10	..	..	..	..	..
14	Ditto	Rainhill. . . .	N.	3	..	..	..	..	..	..
14	Ditto	Derby (All Saints)	N.	2	9	..	.	..	..	..
14	Ditto . . .	Southwold . . .	N.	1	7	..	4	..	..	..
15	Ditto	Sible Hedingham .	N.	2	1	..	..	2	..	..
15	Ditto	Colmworth . . .	N.	..	..	..	..	..	..	..
15	Ditto	Gorleston . . .	N.	2	3	and	Chu	rch	war	dens
15	In repayment of a loan granted by Nat. Society.	Takeley	N.	4	..	..	..	..	..	..
15	Ditto	Riseley	N.	2	1	..	..	1	..	..
17	Ditto	Casterton . . .	N.	1	1	..	..	..	..	..
17	In payment of Salary of teacher.	Cruden, St. James	N.	2	..	..	..	1	..	..
17	The erection of a school-house.	Chester, Christ Church.	N.	4	..	..	..	..	..	..
17	Ditto	Chorley	N.	2	2	..	..	..	..	.
17	Ditto	Bistie in Mold . .	N.	2	..	..	.	..	..	..
17	Ditto	Handborough . .	N.	3	..	..	..	..	..	..
17	Liquidation of debt and effecting improvements	Atterchffe . . .	N.	1	and	Chu	rch	war	dens	..
17	The erection of a school house.	Sawtrey	N.	2	..	..	..	..	..	..
17	The purchase and alteration of premises for school	Sheffield, St Mary	N.	..	1	1	5	..	6	..
18	The erection of a school-house.	Yoxford	N.	1	and	Chu	rch	war	dens	

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District *not* endowed		No of Children to be provided for in School, at six square feet for each
Site.	Play Ground.		Name and Character	Number of Children taught.	Name and Character	Number of Children taught.	
1 rood . .	4-5ths of rd.	489	..	.	1 dame school . .	..	72
64 by 24 ft	..	2,500	Day school . . .	60	Sunday-school . .	110	200
					A few dame schools.		
763 sq yds.	..	800	..	..	Independents' school	.	127
60 by 40 ft.	..	400	..	..	2 dame schools . .	45	106
¼ acre . .	30 sq. yds.	700	..	..	Dame-schools . .	.	133
23 poles .	..	437	..	..	..	..	72
50 by 26 ft.	240 sq yds.	1,200	A school 22*l*. . .	22	A day school. . .	60	80
67 by 30 ft.	55 roods . .	1,400	..	..	Day school, boys .	30	168
					Girls' school, 3 days per week .	40	
21 perches	..	1,200	Grammar-school .	2	2 dame schools and a Dissenters' school	..	76
40 by 18 ft	..	810	..	..	..	.	95
60 by 56 ft	..	1,800	..	..	A small school . .	..	183
2 poles . .	1 pole . .	400	..	..	..	..	60
29 perches.	37 by 40 ft.	1,000	..	..	..	..	152
12½ perches.	..	676	..	..	..	..	144
440 sq yds.	..	6,000	..	..	National boys' . .	200	200
					Infant school. . .	150	
363 sq yds.	..	1,875	..	..	A few dame schools	.	200
704 sq yds	..	2,400	..	..	2 schools, boys' and girls'. British school, boys' Ditto, girls' Infant and Sunday-schools	668	610
101 by 38 ft	..	3,000	The interest of 200*l* 3½ per cent Consols, towards the support of a Burgh school.	..	Independent, girls' .	50	152
1 rood, 20 perches.	..	2,500	..	..	Ch Sunday school .	220	372
					Dissenters' ditto. .	80	
					A few dame-schools.		
1 rood	..	450	..	..	..	..	67
48 roods.	residue of site.	3,420	..	..	Sunday-schools . .	..	456
					Dame-school . .	70	
..	..	1,200	..	..	..	..	133
53 by 23 ft.	..	1,500	To a Sunday school 4*l*.	..	..	..	82
540 sq. yds	..	550	.	..	..	..	84
..	..	1,000	Dr Anderson's, 10*l*.	..	Parish schools . .	60	81
					2 other schools . .	85	
402 sq. yds.	185 sq yds.	2,100	..	..	Wesleyan	120	120
					A few dame schools.		
810 sq. yds.	400 sq yds	1,600	..	..	..	..	224
¼ acre	..	2,300	..	..	Independents . .	30	200
					Private school . .	30	
41 by 20 ft.	..	1,000	..	..	.	..	96
..	..	6,000	..	..	National, boys' . .	150	147
					Ditto, girls . . .	150	
1-3rd acre	..	1,059	..	..	Sunday school . .	..	150
850 sq yds	325 sq yds	20,000	..	..	Wesleyan, day . .	420	777
					Independent Sunday	350	
26 perches.	40 by 20 ft.	1,200	..	..	Boys' school . . .	100	83
					Girls' school . . .	100	

Continued on pages 100, 101.

Date of Receipt of Application.	Object of Application.		Total estimated Expense of School Buildings.							
	To obtain aid in	At	Site.	School rooms.	Fittings.	Books and Apparatus	Fences	Levelling, &c	Master's House.	Total estimated Expense.
1840.			£	£	£.	£.	£.	£.	£	£
Aug. 14	The erection of a school	Rockland, St Mary	..	161	..	..	..	..	..	161
14	Ditto . . .	Prestetgn . . .	..	500	..	..	..	..	..	500
14	Ditto . . .	Stoke, Coventry .	..	190	..	..	..	..	..	190
14	Ditto . . .	Hamble-le-Rice .	..	236	10	..	..	..	145	391
14	Ditto . . .	Kinwarton . .	..	330*	..	..	..	..	..	330
14	Ditto . . .	Beenham . . .	..	167	..	..	..	..	.	167
14	Ditto . . .	Northenden . .	..	245	25	..	..	.	..	270
14	Ditto . . .	Chiddingstone .	..	300	60	..	85	85	210	655
14	Ditto . . .	Boxford . . .	40	200	45	..	..	..	..	304
14	Ditto . . .	Bambrough . .	..	118	5	..	..	..	..	123
14	Ditto . . .	Saltash	..	310	..	..	..	..	..	310
14	Ditto . . .	Southstoke . .	..	115	.	..	..	..	..	115
14	Ditto . . .	Cranbrook. . .	..	336	..	..	..	..	..	336
14	Ditto . . .	Bishop Monkton .	..	157	..	..	..	..	..	157
14	Ditto . . .	Worksop . . .	..	271	62	..	..	..	..	333
14	Ditto . . .	Rainhill . . .	..	452	..	..	..	..	..	452
14	Ditto . . .	Derby (All Saints)	800	1,570	150	..	..	..	..	2,520
14	Ditto . . .	Southwold . . .	..	315	..	..	..	..	..	315
15	Ditto . . .	Sible Hedingham.	..	390†	..	..	..	..	..	..
15	Ditto . . .	Colmworth. .	..	102	..	..	..	..	..	102
15	Ditto . . .	Gorleston . . .	..	920	..	..	..	..	..	920
15	In repayment of a loan granted by Nat Society	Takeley . . .	..	172	..	..	17 10	18‡	4110	249
15	Ditto . . .	Riseley	..	133	..	..	..	..	..	133
17	Ditto . . .	Casterton . . .	..	200	..	..	.	..	..	200
17	In payment of salary of teacher.	Cruden, St. James	..	..	..	..	Amount sought			Nil 25
17	The erection of a school-house.	Chester, Christ Church.	78	335	50	..	12	10§	..	485
17	Ditto . . .	Chorley . . .	..	300	..	..	..	..	..	300
17	Ditto . . .	Bistre in-Mold ..	..	250	..	..	..	..	..	250
17	Ditto . . .	Handborough. .	..	170	..	..	..	..	..	170
17	Liquidation of debt and effecting improvements	Atterclifte	..	..	..	..	Amount sought			90
17	The erection of a school house.	Sawtrey . . .	..	205	75**	..	..	..	..	280
17	The purchase and alteration of premises for school	Sheffield, St Mary	500††	1,350	..	..	..	..	..	1,850
18	The erection of a school house.	Yoxford . . .	..	116 15	..	..	..	..	..	116 15

* Including master's house. † For building only. ‡ Law expenses. § Conveyance.
** With conveyance. †† Buildings.

Amount subscribed by Private Parties.	Amount contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house or from Sale of Parochial Property.	Amount derived from other sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants	
					Annual Subscriptions and Donations.	Annual Collections.	Endowments.	School Fees.	Other sources.	Total.		Accepted.	Declined.
£.	£.	£.	£.	£.	£.	£.	£.	£	£.	£.	£.	£.	£.
78	Dio So. 30	..	..	53	11	..	..	1512	..	26 12	36	36	
200	N. S. 80	..	..	220	25	10	..	1d.	15	..	100	100	
								per	week	each	child.		
75	N. S. 32	..	..	83	..	25	..	Chil	dren's	pence	63 10	63 10	
260	N. S. 25	..	..	106	20	5	..	10	..	35	53	53	
267	N. S. 23	.	..	38	15	..	..	25	..	40	50	50	
92	Oxfd. D.S. 20	..	..	37	16	..	..	11	..	27	36	36	
	N. S. 18												
195	..	..	..	75	30	20	..	10	..	60	40	40	
415	N. S. 38	..	..	202	62	..	..	18	..	80	98	98	
243	N. S. 30	..	..	30	16 10	..	49 10	..	..	66	30	..	30
76 10	17	..	..	19 10	..	5	8	35	..	48	19 10	19 10	
	Exeter Bd. 36												
75	N. S. 50	..	..	155		N	ot stat	ed.			91 10	91 10	
	N. S. 25												
..	Oxfd. D.S. 20	..	..	30	..	..	10	and	a smal	l pay-	30	30	
	C. C. Oxf. 40								ment	from	children		
227	N. S. 30	..	..	79	..	25	..	10	..	35	76	76	
82	..	..	..	75	25	..	..	15	..	40	72	72	
236	..	..	..	100	60	..	..	..	..	60	100	100	
236	N. S. 50	..	..	168	5	10	Fees	from	child	ren.	100	100	
1,650	N. S. 200	..	.	670	90	..	..	..	..	90	305	305	
157	N. S. 40	..	..	45	30	12	..	40	10	92	66	66	
	Dio. Soc. 73												
210	..	..	..	..	12	5	..	40	..	57	180	180	
	N. S. 10												
47	Bedf. D.S 20	..	..	25	..	15	10‖	7	..	32	23 10	23 10	
	N. S. 100												
490	Suffolk Dio.	..	..	230	60	25	..	90	..	175	228	228	
	Board 100												
Suffic	ient money has	been	raised	and	..	15	..	12	..	27	Refused.		
the	bills all paid	with	the	aid of									
a lo	an from N. S.												
96	..	..	..	37	15	5	..	50	..	70	37	37	
..	N. S. 40	..	..	160	..	..	..	18	..	18	42	42	
beyon	d what will be	given	by the										
vicar.	Rev. W. C. W	ilson.											
..	..	..	..	..	..	..	..	..	..	..	Refused.		
225	N. S. 150	..	..	110	15	5	..	52	16	88	150	150	
156	N. S. 50	..	..	94	..	..	..	..	..	60	94	94	
61	N. S. 30	..	..	159	..	20	..	35	..	55	100	100	
127	..	..	..	43	40	..	..	25	..	65			
..	..	..	..	90	10	..	16 12 6	36	..	62 12 6	50 ¶	50	
	Huntingdon												
176	Board 22	..	..	57	25	..	..	60	..	85	57	57	
	N. S. 25												
1,176	N. S. 30	..	..	644	65	70	..	175	..	310	338 10	338 10	
53	N. S. 15	..	..	48 15	20	..	..	7	..	27	41 10	41 10	

‖ The interest of 300*l.*

¶ To erect gallery on condition that the debt is paid off.

Continued on pages 102, 103.

Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several heads.						
	To obtain aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers	Farmers.	Shopkeepers.	Working Men.
1840. Aug 18	The erection of a school-house.	Huttoft	N.	1	..	..	..	2	..	..
18	Ditto	Wrecclesham . .	N.	3	..	..	..	..	..	..
18	Ditto	Attleborough . .	N.	1	1	1	..	1	..	..
18	For aid towards payment of teacher's salary.	Llanarmon . . .	B.	..	..	..	..	3	2	..
19	The erection of school-house.	West Lynn . . .	N.	1 &	Chu	rch	war	dens	..	..
19	Ditto	Swaffham Bulbeck	N.	1	..	..	..	..	..	..
19	Ditto	Prince's Risborough	N.	..	..	..	..	..	..	..
20	Ditto	East Boldre . .	N.	The	N	tion	al S	ocie	ty.	
20	Repair of school, and for fittings and providing school apparatus.	Thornton . . .	N.	..	..	..	..	..	..	..
20	The erection of a school-house.	Tunstall. . . .	N.	1	4	..	..	..	..	..
20	Ditto	Guernsey, St. Peter's	B.	..	4	1	4	..	2	..
21	Ditto	Ixworth	N.	1	1	& C	hur	chw	arde	us
21	Ditto	Balscott	N.	1	2	..	..	..	..	..
21	Ditto	Tuddenham . .	N.	1	and	Ch	urch	war	den	s
21	Ditto	Buckhurst Hill .	N.	3	2	..	..	..	..	..
21	The completion of school-house.	Newcastle-upon Tyne.	N.	1	and	Ch	urch	war	den	s
22	The enlargement of school-house.	Wrexham . . .	N.	..	1	..	..	..	..	..
22	The erection of a school-house.	Ardsley	N.	3	3	..	..	..	..	..
24	Ditto	Poplar (Cotton-street)	B.	..	1	2	14	1	2	..
24	Ditto	Leigh, Lately Common	N.	..	..	..	..	..	..	..
24	The erection of a school-house under the church.	Leigh, Bedford District.	N.	..	..	..	..	..	..	..
24	The erection of a school-house.	Leigh	N.	..	..	..	..	..	..	..
25	Ditto	Macclesfield, Ch. Ch.	N.	2	3	..	3	..	..	..
25	Ditto	Shincliffe . . .	N.	4	..	..	..	..	..	..
25	Ditto	Clitheroe, St. James	N.	1	1	2	2	..	..	..
25	Ditto	Whitchurch Canonicorum.	N.	1	and	Ch	urch	war	den	s
25	Ditto	Mere.	N.	3	..	..	..	..	..	..
25	The enlargement of school house erected in 1827 with the aid of 200*l.* granted by Treasury.	St. Helens . . .	N.	..	1	..	5	..	1	..
26	The erection of a school-house.	Westhoughton . .	N.	2	1	..	..	..	..	..

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District *not* endowed.		No. of Children to be provided for in School, at six square feet for each.
Site.	Play Ground.		Name and Character.	Number of Children taught.	Name and Character.	Number of Children taught.	
4 perches.	..	650	..	..	Dame-school . .	10	82
10 poles.	..	800	..	..	..	..	90
1 rood, 22 perches.	..	1,939	18*l.*	6	..	..	382
..	..	500	..	..	..	..	84
43ft. by 9 yds.	..	450	..	..	2 boys' and girls' sch. Dame school. . .	24	112
24 perches.	..	727	..	..	National school . . Girls' school . . .	100 20	108
¼ acre.	..	5,000	Lady Pye's, 2*l.* 1*s.*	..	British boys'. . .	66	210
1 acre.	¼ acre.	700	..	..	Boys' . . . . . Dissenters' . . .	17 30	144
..	..	6,000	A small endowment.	50	..	..	300
¼ acre.	..	1,200	..	..	2 Sunday-schools . 2 Dissenting schools The Wesleyans are building a school.	..	300
135 by 45 ft	60 by 40 ft.	15,000	Queen Elizabeth 25*l*	50	2 National schools . 1 Roman Catholic 1 Wesleyan.	860	532
50 by 37 ft.	1,024 sq. yds.	1,061	An endowed Sunday-school	..	..	..	100
56 by 24 ft.	..	230	..	..	A dame-school . .	..	69
¼ acre	..	400	..	..	2 Sunday-schools .	..	66
¼ acre	..	1,000	..	..	A dame-school . .	12	70
52 by 28 ft.	..	404	..	..	..	..	..
¼ acre	residue of site	12,000	Berse Drelincourt .	10 girls	Girls' Nat. school .	150	28
15 perches	..	1,232	..	..	1 school	100	120
40½ by 31½ ft.	30 by 8 ft.	1,800	..	..	National school . . Free school . . . 2 infant-schools . .	260 500 300	140
..	18 by 9 yds.	400	..	..	Methodist Sunday-school A small day-school	..	81
..	..	3,500	..	..	Roman Catholics . Methodist Sunday-schools	..	469
..	25 by 25 yds.	5,000	A grammar-school	..	Dame and private schools	..	500
110 by 70 ft.	..	30,000	The interest of 600*l.* paid to National School	..	National school . . 9 Sunday and infant schools	800 6670	..
¼ acre	..	800	..	..	Parochial school . Dame-school	55	164
756 sq. yds.	231 sq yds.	5,000	..	..	A few dame-schools	..	255
½ acre	½ acre	1,400	..	..	..	..	200
82 by 76 ft.	6 perches	3,000	..	..	Dissenters' daily school (small)	..	414
434 sq. yds.	..	20,000	One 24*l.* . . . . Cowley's . . .	27 80	..	..	730
¼ acre	Residue of site.	6,500	..	..	..	..	86

Continued on pages 104, 105.

Date of Receipt of Application.	Object of Application. To obtain aid in	At	Total estimated Expense of School Buildings. Site.	School-rooms.	Fittings.	Books and Apparatus	Fences.	Levelling, &c.	Master's House.	Total estimated Expense.
1840			£.	£.	£	£.	£.	£.	£.	£.
Aug. 18	The erection of a school-house.	Huttoft. . . .	..	61 15	..	..	..	15*	..	76 15
18	Ditto . . .	Wrecclesham . .	..	180	..	..	..	..	..	180
18	Ditto . . .	Attleborough . .	..	550	..	..	..	..	120	670
18	For aid towards payment of teacher's salary.	Llanarmon. . .	..	..	..	..	..	..	..	..
19	The erection of school-house.	West Lynn . .	..	223	..	..	..	..	..	223
19	Ditto . . .	Swaffham Bulbeck	..	117 15	..	..	..	..	..	117 15
19	Ditto . . .	Prince's Risborough.	60	589	..	..	40	..	75	764
20	Ditto . . .	East Boldre . .	..	200	..	..	..	..	100	300
20	Repair of school, and for fittings and providing school apparatus.	Thornton . . .	..	20	..	..	..	..	..	20
20	The erection of a school-house.	Tunstall . . .	..	350	..	..	..	..	..	350
20	Ditto . . .	Guernsey, St. Peter's.	250 and fences	600	..	..	..	..	..	850
21	Ditto . . .	Ixworth . . .	..	150	20	..	..	..	..	170
21	Ditto . . .	Balscott . . .	10	105	..	..	..	..	..	115
21	Ditto . . .	Tuddenham . .	..	80	30	..	..	..	..	110
21	Ditto . . .	Buckhurst Hill .	..	151	.	..	47	9†	..	207
21	The completion of school-house	Newcastle-upon-Tyne	..	..	..	..	..	..	..	..
22	The enlargement of school-house.	Wrexham . . .	..	130	..	..	..	..	..	130
22	The erection of a school-house.	Ardsley . . .	..	225	..	..	..	..	..	225
24	Ditto . . .	Poplar (Cotton-street)	..	600	..	..	..	..	..	600
24	Ditto . . .	Leigh, Lately Common	..	120	..	..	..	..	..	120
24	The erection of a school-house under the church.	Leigh, Bedford District	..	200	..	..	..	..	..	200
24	The erection of a school-house.	Leigh	..	700	..	..	..	..	..	700
25	Ditto . . .	Macclesfield, Ch. Ch.	..	865	..	..	..	..	309	1174
25	Ditto . . .	Shincliffe . . .	..	191 10	15	..	33	..	..	239 10
25	Ditto . . .	Clitheroe, St. James	..	522	..	..	20	..	..	542
25	Ditto . . .	Whitchurch Canonicorum.	..	300	..	..	..	..	..	300
25	Ditto . . .	Mere	..	600	..	..	..	..	..	600
25	Enlargement of school-house erected in 1827 with the aid of 200*l.* granted by Treasury.	St. Helens . .	..	420	..	..	..	..	..	420
26	The erection of a school-house.	Westhoughton .	..	120	..	..	..	..	..	120

* Conveyance. † Stove.

Amount subscribed by Private Parties.	Amount contributed by any Society or Societies, naming them.	Amount derived from sale of Old School-house, or from Sale of Parochial Property.	Amount derived from other sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants.	
					Annual Subscriptions and Donations.	Annual Collections.	Endowments.	School Fees.	Other sources.	Total.		Accepted.	Declined.
£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
40	N. S. 18	..	..	17	..	..	..	..	..	..	17	17	
85	..	..	..	95	20	..	..	20	..	40	45	45	
321	..	..	..	329	70	..	..	12	..	82	Postponed.		
..	..	..	..	..	..	..	..	..	..	..	Refused.		
69 10	Dist. Soc. 40 Dio. 25 N. S. 20	..	..	68 10	18	7	..	20	..	45	Refused.	Tenure in sufficient.	
25	20	..	..	72 15	..	26	18 12	12	..	56 12	54	54	
200	N. S. 100 Parish 60	..	50	354	47 19	10	5	20 8	..	83 7	105	105	
155	N. S. 35	..	..	110	..	..	..	1d. per week from each child. Children's pence.			72	72	
..	..	..	..	..	..	.	..				20	20	
130	N. S. 70	..	..	150	Cannot say.		..	..	..	..	150	150	
345	..	..	40	465	30	..	..	100	..	130	266	266	
90	N. S. 15	..	10	55	10	..	..	10	..	20	50	50	
63	Oxfd. Dio. 20	..	..	32	5	..	2 10	15	..	22 10	application withdn.		
35	N. S. 15	..	..	35	20	..	..	8	4	32	30	30	
208	Loan N.S. 35	..	..	..	20	20	..	20	..	60	refused		
..	..	..	..	27 12	30	an annual sermon		46	..	76	28	28	
80	N. S. 20	..	..	30	..	..	50	Weekly from		pence child	14	14	
115	N. S. 50	..	..	60	8	2	..	35	..	45	ren. 60	60	
130	..	..	100 exptd.	370	..	10	..	120	..	130	70	..	70
55	..	..	..	43	5	5	..	14	..	24	40	40	
25	N. S. 38	..	..	137	10	25	..	110	..	145	150	150	
250	N. S. 100	..	..	350	20	60	..	100	..	180	250	250	
590	..	..	..	584	..	..	..	2d. from	per each	week child.	200	200	
150	N. S. 23	..	..	66 10	15 or 20	..	..	3d.	per each	week child.	82	82	
49	N. S. 60 Pastoral Aid Society 100	..	..	333	10	..	..	52 10		62 10	150	150	
100 by vicar	N. S. 50	..	..	150	..	..	..	1d., 2d., and 3d. per week.			100	100	
350	N. S. 100	..	..	150	30	..	10	15	..	55	207	207	
200	N. S. 50	..	..	170	..	35	..	..	..	35	165	165	
50	..	..	20 exptd.	70		Not	stated				43	43	

Continued on pages 106, 107.

Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several heads.						
	To obtain aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
1840. Aug. 26	The erection of a school-house.	Staley Bridge, St. Paul's.	N.	3	3	..	..	..	..	..
26	Ditto	Bosley	N.	1	..	..	..	..	..	..
26	To re-open a school shut up for want of funds to pay the master.*	Oldfield	N.	1	..	..	5	..	..	..
27	The erection of a school .	Kingsthorpe . .	N.	1	and	Ch	urch	war	den	s.
27	Ditto	Fulwood. . . .	N.	3	2	..	..	..	..	..
27	Ditto	Aston	N.	3	4	..	..	..	..	..
27	Ditto	Slaithwaite . . .	N.	3	..	..	..	..	..	..
27	Ditto	Alconbury . . .	N.	1	and	Ch	urch	war	den	s.
29	Liquidation of debt . .	Irvine	Scotch	..	..	..	..	..	11	..
31	Ditto	Edinburgh (model infant).	S.	The	Dir	ecto	rs o	f the	Inf	ant
31	Ditto	Bratton Fleming .	N.	..	..	..	..	..	..	..
Sept. 1	Ditto	Owston, Doncaster	N.	1	1	..	..	..	..	..
1	Ditto	Chiseldon . . .	N.	1	7	..	..	2	..	..
1	Ditto	Edenbridge . . .	N.	2	2	..	..	..	..	..
1	Ditto	Brimpsfield . .	N.	..	2	1	..	..	..	..
1	Ditto	Tansley	N.	1	1	..	..	2	..	..
2	Ditto	Stratford-sub-Castle.	N.	1	and	Ch	urch	war	den	s.
2	Ditto	Alderley . . .	N.	1	1	..	1	..	..	..
3	Ditto	Wraxall	N.	1	and	Ch	urch	war	den	s.
3	Ditto	Westwood . . .	N.	1	and	Ch	urch	war	den	s.
3	Ditto	Hintlesham . .	N	1	1	..	..	2	..	..
4	Ditto	Checkley . . .	N.	3	..	..	..	..	..	..
1	The erection of master's house.	Tockholes . . .	N.	1	2	..	1	..	..	..
5	The erection of a school-house.	Perran, St. . .	N.	1	2	and	Ch.	war	den	s.
5	Ditto	Risington, Little .	N.	1	..	..	..	..	..	..
5	Ditto . . .	Southampton (St. Mary).	N.	3	..	..	..	..	..	..
5	Ditto	Stannington . .	N.	3	1	..	2	4	..	..
7	Ditto	Welshpool (The Belan).	K.	..	5	2	..	..	..	..
7	Ditto	Whitworth . . .	N.	2	1	..	..	..	..	..
7	Ditto	Derby, Trinity . .	N.	2	3	..	..	..	..	.
8	Ditto	Garsdale . . .	N.	1	3	..	..	1	..	..
8	Ditto	Kilmalie . . .	Scotch	..	..	..	..	..	..	..
8	Ditto	Slaugham . . .	N.	1	and	Ch	urch	war	den	s.
8	Ditto	Meonstoke . . .	N.	..	..	..	..	..	..	..
10	Ditto	Runcorn. . . .	N.	2	3	..	5	1	1	..

* This school was erected with the aid of 64*l.* granted by the Treasury in 1838.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District *not* endowed.		No. of Children to be provided for in School, at six square feet for each.
Site.	Play Ground.		Name and Character.	Number of Children taught.	Name and Character.	Number of Children taught.	
3525 sq. yds.	75 by 60 ft.	10,000	..	..	..	..	630
1-60th acre	..	700	..	..	1 daily school . .	30	56
..	..	1,000	..	..	Wesleyan Sunday 1 kept by a female 1 by a lad . . .	160	165
76 by 31 ft.	..	1,344	..	..	1 shut up for want of funds. Schools for boys, girls, and infants.	200	170
1 rd 29 ps.	..	1,100	12*l.*	..	Church school, girls ,, boys Wesleyan . . .	70 40 80	83
55 by 55 ft.	..	930	..	..	..	..	120
252 sq. yds.	500 sq. yds.	5,000	40*l.*	10	National, daily, and Sunday-school 3 Sunday-schools	200 390	308
37 poles	..	1,300	..	..	Church Sund.-sch. Wesleyan ditto .	100 60	150
40 by 27 ft.	28 falls 5 yds.	8,000	..	..	1 free-school . .	100	..
..	..	..	..	..	..	..	335
40 perches	¼ acre	650	..	..	1 dame-school . .	..	130
73 by 45 ft.	..	1,000	Adwick 10*l.* . .	10	Sunday schools .	..	106
6 perches	..	1,148	..	..	..	..	140
118 by 48 ft.	1960 sq. ft.	1,500	..	..	..	..	142
56 by 34 ft.	..	400	..	..	..	..	74
..	..	507	..	..	Small dame-schools A Sunday-school	..	96
10 perches	..	380	..	..	Dame-school . .	..	75
40 by 30 ft.	..	402	..	..	..	..	78
14 perches	Residue of site.	389	..	..	Dame-school . .	..	75
54 by 32 ft.	..	390	..	..	..	..	90
1 acre	Residue of site.	600	..	..	Independent infant	30	46
53 by 22 ft.	..	2,270	..	..	..	..	90
..	..	4,500	..	..	2 schools, day . . 1 Dissenters' . . 1 Church ditto Sunday-school.	400 30 30	384
¼ acre	Residue of site.	1,200	..	..	7 dame-schools .	116	158
¼ acre	..	260	..	..	2 dame-schools . Sunday-school, supported by rector.	..	51
85 by 52 ft.	..	12,000	..	..	Church-school, girls Dissenters . . .	80 60	360
350 sq. yds.	300 sq. yds.	300	..	..	Cottage-school . .	30	105
1 rd. 15 ps.	..	300	..	..	..	..	120
..	..	500	..	..	..	..	200
33 by 25 yds.	..	2,500	..	..	St. Peter's National Sunday-school . .	240 120	428
440 sq. yds.	a plot of waste ground	800	..	..	2 schools . . .	..	108
¼ acre	240 by 120 ft.	350	..	..	General Assembly school.	..	64
¼ acre	¼ acre	1,100	..	..	5 small schools .	61	133
100 by 64 ft.	..	..	..	..	..	..	89
537 sq. yds.	..	5,000	..	..	Infant daily and Sunday.	150	..

Continued on pages 108, 109.

Date of Receipt of Application.	Object of Application.		Total estimated Expense of School Buildings.							
	To obtain aid in	At	Site.	School-rooms.	Fittings.	Books and Apparatus	Fences.	Levelling, &c.	Master's House.	Total estimated Expense.
1840.			£.	£.	£.	£.	£.	£.	£.	£.
Aug 26	The erection of a school-house.	Staley Bridge, St. Paul's.	..	1100	..	..	..	..	..	1100
26	Ditto . . .	Bosley	..	203	..	..	..	54*	..	257
26	To re-open a school shut up for want of funds to pay the master.	Oldfield . . .	..	..	..	..	Sum	sou	ght	30
27	The erection of a school	Kingsthorpe . .	..	430	ex	clusive	of	archit	ects	and legal expenses.
27	Ditto . . .	Fulwood . . .	..	280	..	..	..	..	70	350
27	Ditto . . .	Aston	..	..	..	..	..	..	..	220
27	Ditto . . .	Slaithwaite . .	..	369	50	..	50	..	..	469
27	Ditto . . .	Alconbury . .	..	235	..	..	..	..	140	395
29	Liquidation of debt . .	Irvine	..	..	..	..	..	..	..	170
31	Ditto . . .	Edinburgh (model infant).	..	..	..	..	..	..	..	500
31	Ditto . . .	Bratton Fleming	..	150	..	..	..	..	..	150
Sept. 1	Ditto . . .	Owston, Doncaster	8 9	157 9	..	..	35 18	..	110	311 16
1	Ditto . . .	Chisledon . . .	..	253	in	cludin	g	fences.	..	.. 253
1	Ditto . . .	Edenbridge . .	50	260	..	..	..	..	..	310
1	Ditto . . .	Brimpsfield . .	..	139	20	..	..	..	..	159
1	Ditto . . .	Tansley . . .	..	191	..	..	14	..	..	205
2	Ditto . . .	Stratford sub Castle.	..	141	14	and	conve	yan	ces.	155
9	Ditto . . .	Aldeiley . . .	10	161	19	..	..	..	..	190
3	Ditto . . .	Wraxall . . .	..	179	..	..	..	..	..	179
3	Ditto . . .	Westwood . .	130	..	..	..	..	..	..	130
3	Ditto . . .	Hintlesham . .	..	62	ex	clusiv	e of	fittin	gs.	.. 62
4	Ditto . . .	Checkley . . .	..	120	..	..	..	..	..	120
1	The erection of master's house.	Tockholes . . .	..	..	..	..	..	..	100	..
5	The erection of a school-house.	Perran, St. . .	..	269	..	..	..	..	..	269
5	Ditto . . .	Risington, Little .	..	140	..	..	..	..	..	140
5	Ditto . . .	Southampton (St. Mary).	..	..	..	..	in	clus	ive	849
5	Ditto . . .	Stannington . .	..	160	..	..	..	..	40	200
7	Ditto . . .	Welshpool (The Belan).	..	340	26	..	..	..	110	476
7	Ditto . . .	Whitworth . .	..	320	..	..	..	..	100	420
7	Ditto . . .	Derby, Trinity .	200	898	..	..	66	10†	..	1174
8	Ditto . . .	Garsdale . . .	..	130	..	.	..	..	..	130
8	Ditto . . .	Kilmalie . .	..	109	..	.	..	..	..	109
8	Ditto . . .	Slaugham . . .	..	110	47	..	..	..	..	157
8	Ditto . . .	Meonstoke . .	..	100	..	..	..	..	..	100
10	Ditto . . .	Runcorn . . .	..	200	..	..	..	..	..	200

* Extra work. † Deed.

Amount subscribed by Private Parties.	Amount contributed by any Society or Societies, naming them.	Amount derived from Sale of Old School-house, or from Sale of Parochial Property.	Amount derived from other sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants	
					Annual Subscriptions and Donations.	Annual Collections.	Endowments.	School Fees.	Other Sources.	Total.		Accepted.	Declined.
£.	£	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
603	..	..	..	479		Not	stat	ed.			315	315	
129	N. S. 50	..	29	49	..	16	..	35	..	51	Refused, veyed	unless to trus	cou- tees.
..	..	..	..	..	..	..	..	..	..	30 or 40	Refused.	..	..
400	..	..	..	30		Not	stat	ed.			85	85	
212	N. S. 25	..	..	113	..	35	5	10	10	60	45	45	
116	N. S. 25	..	..	79	..	30	..	20	..	50	60	60	
190	N. S. 75	..	..	204	10	5	.	91	..	106	154	154	
400	N. S. 70	..	..	..	20	..	..	..	..	20	..	..	
..	..	..	..	..	..	..	..	80	..	80	Refused.	..	
..	..	..	..	..	..	..	..	..	..	26	Refused	..	
56	..	..	..	94	..	10	..	10	..	20	65	65	
					The rec	tor w	ill ma	ke u	p defic	iency.			
191 14	N. S. 25	..	..	95 2	35	3	..	70	..	108	53	53	
62	..	..	..	191	..	20 to 25		and	Sc	hool	fees.	70	70
328	for building master's	school house	and	150	35	5	..	15	..	55	71	71	
75	..	..	..	80	10	..	..	15	..	65	37	37	
63	N. S. 40	..	..	102	Un	certai	n.	17	..	..	48	48	
85	..	..	..	70	5 5	..	..	2*s.*	6*d.* per	week.	37 10	37 10	
130	..	..	35	165	10	..	..	20	..	..	25	25	
63	N. S. 20	..	..	81	..	15	..	5	..	..	20	20	
	Dio. B. 15												
77	..	..	..	53	14	..	..	7	..	21	30	30	
30	Dio. B. 20	..	..	25	5	7 10	20	..	6	..	23	23	
			sum	sought									
40	N. S. 20	10	..	30	The su	ba. hav	e hith	erto	paid	the	30	30	
					expe	nses.							
..	..	..	..	100	..	12	..	18	..	30	Refused.	..	
150	..	..	..	119	30	..	..	35	..	65	79	79	
..	..	..	..	140	..	..	16	En	dowm	ent by	50	50	
									restor.				
488	..	..	87	285	..	30	..	90	..	120	180	180	
			exptd.										
..	Nat. S. 50	..	..	150	..	5	..	26	..	31	52 10	52 10	
316	Cent. Soc. 25.	..	..	135	..	..	..	..	5	..	60	60	
260	..	..	..	160	..	..	..	80	..	80	100	100	
861	..	..	..	312	..	..	..	3*d.*	per	week	250	250	
									each	child.			
30	25	..	..	75	8	3	15	Un	certai	n.	54	54	
				about									
60	..	..	..	44	..	..	..	12	14	26	44	44	
52	..	..	..	105	10	25	..	40	..	75	60	60	
			exptd.										
15	..	..	5	80	28	2	..	12	..	42	45	45	
40	..	..	..	160	30	..	Unc	erta	in.	..	..	..	

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Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several heads.						
	To obtain aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
1840. Sept. 10	The erection of a school-house.	Steventon . . .	N.	1	2	..	..	..	..	..
11	Ditto	Lothersdale . .	N.	3	and	2 C	hur	chw	arde	ns.
11	Ditto	Steyning . . .	N.	1	and	Ch	urch	war	den	s.
12	Ditto	Chinnor	B.	..	..	..	..	8	4	..
12	Ditto	Poddington . . .	N.	1	2	..	..	..	..	..
12	Ditto	Stourpaine . . .	N.	1	3	..	..	..	..	..
14	Ditto	Burley	N.	1	..	..	..	2	..	..
14	Ditto	Cheesehill (St. Peter).	N.	1	1	1	2	..	..	..
16	Ditto	Denton	N.	2	1	..	..	..	..	..
17	Ditto	St. Ives	N.	2	2	..	..	..	..	..
19	Ditto	Hesge	N.	1	..	..	..	2	..	..
19	The purchase of a chapel, and conversion of same into schoolhouse.	Brierly Hill . .	N.	3	..	..	..	..	..	..
19	The erection of a school-house.	Westoning . . .	N.	5	3	..	..	..	..	..
21	Ditto	Guernsey, St. John's Infant.	N.	2	3	..	..	..	..	..
21	Ditto	East Harling . .	N.	1	and	2 C	hurc	hwa	rden	s.
22	Ditto	Great Saling . .	N.	1	1	..	..	2	..	..
22	Ditto	Melksham . . .	N.	1	and	Chu	rch	war	den	s.
23	Ditto	Stoke Gabriel . .	N.	..	..	..	..	..	..	..
23	Ditto	Swavesey . . .	N.	2	1	..	..	..	..	..
23	Liquidation of debt, and fitting-up and enlarging school-house.	Gamrie	Scotch	..	1	1	10	..	..	..
24	In the erection of a school-house.	Leeds, St. George .	N.	1	8	..	..	..	..	..
24	Annual support of school	Corris and Aberlleferry.	..	No	ne—	no	tru	st-d	eed.	
25	In the erection of a school-house	Canterbury . . .	B.	..	7	1	4	..	3	..
28	Ditto	Out Rawcliffe . .	N.	1	1	1	..	..	..	..
29	Ditto	Yealand Conyers .	N.	..	3	..	..	..	..	..
29	Ditto	Keysoe	N.	1	..	..	..	2	..	..
29	The liquidation of a debt of 60*l.*	Austerlands . .	Church	1	and	22	othe	r Tr	uste	es.
30	In the erection of a school-house.	Spitalfields (Wood-street).	B.	..	..	2	2	..	1	..
30	Ditto	Conington . . .	N.	..	..	..	..	..	..	..
30	Ditto	Paignton . . .	N.	3	..	..	..	..	..	..
30	Ditto	Leckhampton . .	N.	1	and	Chu	rch	war	den	s.
30	Defraying a debt for school.	Stafford (Presbyterian).	..	..	2	..	1	..	1	..
Oct. 2	In the erection of a school-house.	Falkham, Hartley, and Longfield.	N.	3	..	..	..	..	..	..
3	Ditto	Llan-y-cil . . .	Church	1	and	Chu	rch	war	den	s.
3	Ditto	Zennor	N.	..	..	..	..	3	..	..

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District *not* endowed.		No. of Children to be provided for in School, at six square feet for each.
Site.	Play Ground.		Name and Character.	Number of Children taught.	Name and Character.	Number of Children taught.	
25 poles	40 by 40 ft.	800	An endow. 12*l.* .	12	Private school . .	80	87
96 by 60 ft.	43 by 41 ft. 60 by 60 ft.	930	Sund.-school 2*l.* 10*s.* ..	..	Sunday-school . . Dame-school.	..	80
50 by 50 ft.	50 by 25 ft.	1,614	..	..	National school .	80	139
37 by 51 ft.	..	3,600	..	..	Sunday-schools .	..	108
..	..	600	..	..	..	..	137
50 by 30 ft.	..	700	..	..	..	..	101
¼ acre	..	600	..	..	Dame-schools . . Dissenting day and Sunday schools (small).	..	90
60 by 20 ft.	..	900	..	..	Sunday-school . .	..	140
10 perches	..	600	..	..	..	..	129
5000 sq. ft.	3000 ft.	700	..	..	Dame-school . .	20	91
27 perches	residue of site	2,000	Free school, 28*l.* .	30	4 Dame-schools .	100	136
210 by 36 ft.	44 by 36 ft.	2,000	..	..	National school, distant 1½ mile	..	173
60 by 60 ft.	19 by 13 ft. 16 by 13 ft.	2,160	..	..	Sunday-school . . Dame-school	..	116
36 by 36 ft.	60 by 40 ft.	2,500	French school (small)	..	National schools	300	..
63 by 23 ft.	..	1,031	..	..	A parish school . A small school.	..	160
40 by 32 ft.	..	400	..	..	A few small schools held in cottages.	..	84
143 by 77 ft.	..	4,721	Fox's, *Cl.* 15*s.* . .	..	Brit. school . . .	30	308
34 by 15 ft.	..	800	..	..	..	..	60
1 rood	..	1,250	..	..	Private and dame schools.	..	200
..	..	600	..	..	..	..	64
710 sq. yds.	..	7,000	..	..	Several schools (daily). 5 Sunday-schools (various).	820 ..	510
..	..	1,000	..	..	..	..	76
122 by 51 ft. 6 in.	..	160,000	Grey Coat . . . Blue Coat . . .	30 46	..	..	347
90 by 45 ft.	..	575	..	..	..	..	133
32 sq. yds.	..	500	..	..	3 dame-schools .	45	152
6 perches	..	1,600	..	..	Ch. Sunday-school Dissenters' ditto .	40 40	64
..	..	1,000	..	..	..	..	202
50 by 41 ft.	36 by 18 ft.	32,000	..	..	8 schools of various denominations.	3520	457
..	..	200	..	..	..	..	53
..	..	..	..	..	..	..	116
¼ acre	50 by 20 ft.	2,000	..	..	..	..	108
..	1000 sq yds.	7,000	..	..	1 British . . . 1 National.	..	147
..	An open green.	512	..	..	A Sunday-school in each parish.	..	70
..	Enclosed green.	3,000	Meyrick's. . . .	..	Sunday-schools .	..	72
..	25 by 20 ft. 40 by 20 ft.	1,000	..	..	2 dame-schools . .	..	138

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Date of Receipt of Application	Object of Application.		Total estimated Expense of School Buildings							
	To obtain aid in	At	Site.	School-rooms.	Fittings.	Books and Apparatus	Fences.	Levelling, &c.	Master's House	Total estimated Expense.
1840			£.	£.	£	£	£.	£	£	£.
Sept. 10	The erection of a school-house.	Steventon . . .	..	180	31	..	..	..	89	300
11	Ditto . . .	Lothersdale . .	..	120	..	..	..	..	..	120
11	Ditto . .	Steyning . . .	..	390	..	..	..	..	.	390
12	Ditto . . .	Chinnor . . .	..	120	..	..	..	.	..	120
12	Ditto . . .	Poddington . .	..	150	..	.	..	.	.	150
12	Ditto . .	Stourpaine . .	..	200	..	..	..	..	..	200
14	Ditto . . .	Burley	..	152	..	.	..	.	..	152
14	Ditto . .	Cheesehill (St. Peter.)	..	320	..	..	..	..	..	320
16	Ditto . . .	Denton. . . .	..	272	..	..	..	..	.	272
17	Ditto . . .	St. Ives . . .	..	120	..	..	..	..	80	200
19	Ditto . . .	Heage	..	195	20	.	..	.	..	215
19	The purchase of a chapel, and conversion of same into school-house	Brierly Hill . .	..	510	..	.	..	..	.	510
19	The erection of a school house.	Westoning . .	..	200	..	.	..	10*	115	325
21	Ditto . . .	Guernsey. St John's Infant.	..	250	..	..	..	..	..	250
21	Ditto . . .	East Harling . .	..	200	..	..	.. exclusive	..	.. of	200 fittings
22	Ditto . . .	Great Saling . .	64	95	..	..	..	..	..	159
22	Ditto . . .	Melksham . .	..	495	..	..	..	..	150	645
23	Ditto . . .	Stoke Gabriel. .	..	200	with room s for master & mistress					
23	Ditto . . .	Swavesey . . .	..	299 10	40	..	10	..	.	349 10
23	Liquidation of debt, and fitting up and enlarging school-house.	Gamrie . . .	..	..	..	.	..	..	Sum son ght 40*l.*	
24	In the erection of a school-house.	Leeds, St. George.	..	1550	..	..	..	..	..	1550
24	Annual support of school.	Corris & Aberllefenny.	..	..	30	12	..	..	..	42
25	In the erection of a school-house.	Canterbury . .	..	583	..	..	..	..	..	583
28	Ditto . . .	Out Rawcliffe . .	..	220	..	..	..	..	..	220
29	Ditto . . .	Yealand Conyers .	..	185	..	..	..	..	..	185
29	Ditto . . .	Keysoe	..	120	..	..	..	..	..	120
29	The liquidation of a debt of 60*l*	Austerlands . .	..	220	..	..	.	..	..	220
30	In the erection of a school-house.	Spitalfields (Wood street).	..	1000	100	..	..	..	..	1100
30	Ditto . . .	Conington . . .	..	87	10	..	8	12*	..	117
30	Ditto . . .	Paignton . . .	..	246	..	..	..	..	..	246
30	Ditto . . .	Leckhampton . .	..	220	..	..	..	..	..	220
30	Defraying a debt for school.	Stafford (Presbyterian).	..	..	..	..	..	..	..	265
Oct. 2	In the erection of a school-house.	Falkham, Hartley, and Longfield.	..	100	35	..	..	..	..	135
3	Ditto . . .	Llan y cil . . .	..	250	..	..	..	..	..	250
3	Ditto . . .	Zennor	..	192	..	..	..	.	..	192

* Conveyance.

Amount subscribed by Private Parties.	Amount contributed by any Society or Societies, naming them.	Amount derived from Sale of Old School-house, or from Sale of Parochial Property.	Amount derived from other sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School. Annual Subscriptions and Donations.	Annual Collections.	Endowments.	School Fees.	Other Sources.	Total.	Decision of Committee of Council.	Decision of the Applicants. Accepted.	Declined.
£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
140	N. S. 10	..	..	150	..	..	..	2*d.* per week each child.			40	40	
25	..	.	..	65		Not stated.					40	40	
215	N. S. 40	..	..	135	32	10	..	..	..	42	70	70	
30	..	..	..	90	20	10	..	25	..	55	54	..	
60	Bedford District Soc. 50	..	..	50	..	25	..	1*d.* per week.			50	..	
93	N. S. 25	..	..	82	17 10	..	.	5	..	22 10	50	..	
83	..	..	..	69	31	7	3	18	..	59	45	45	
230	N. S. 35	..	..	55	50	25	..	2*d.* per each child.			70	70	
151	Norwich Dio. Board 30	..	..	91	16	..	10	12	..	48	64 10	64 10	
45	Liskeard Ed. Board 10	..	..	145	..	10	..	15	..	25	45 10	45 10	
106 10	N. S. 33	..	..	75 10	7	15	..	24	..	36	68	68	
..	Pastoral Aid Society 100	..	..	250	10	20	..	20	..	50	Refused.	..	
188	N. S. 25 Bedf. Bd. 35	..	..	77	..	15	..	50	10	75	58	58	
50	N. S. 50	..	..	150	10	10	..	20	..	40	56 10	56 10	
85	Norwich Dio. Society 35 Local Br. 5	..	..	100	35	..	..	20	..	55	..	..	
..	..	..	..	..	..	..	..	..	..	..	42	42	
330	..	..	60	255	30	10	6 15	20	..	66 15	154	154	
50	..	..	..	150		Stated to be sufficient.					30	..	30
120	Cambridge Dis. Board 50	..	10	169 10	10		small endow.	Not stated.			100	100	
..	..	..	..	..	..	..	..	30	..	..	Post-poned.	..	
1293	..	..	..	257	40	40	..	160	..	240	257	257	
..	..	..	..	..	..	..	..	..	..	44	Refused.		
330	..	..	..	253		Not stated.					173 10	173 10	
70	N. S. 50	..	..	100	..	10	..	15	..	25	68 10		
104	N. S. 40	..	..	41		Not stated.					76	76	
45	Bedford Dio. Board 20	..	Exptd 10	45	15	3	..	7	..	25	32	32	
140	..	..	..	60	..	4	..	4	..	8	60	60	
650	..	..	..	450	65	10	..	115	..	190	400	400	
56	Local Bd. 20	..	..	41	..	..	..	20	..	..	26 10		
100	N. S. 20	..	..	126	50	..	..	..	..	50	58		
118	N. S. 25	..	..	77	24	5	..	23	..	52	54	54	
135	..	..	..	130	20	..	..	20	..	40	Refused.		
63	..	..	..	72	33	..	..	31	..	64	35	35	
90	..	..	..	160	..	5	..	5	..	10	36		
69	N. S. 60	..	..	63	the vicar 10	uncertain.	..	40	..	..	69	69	

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Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several heads.						
	To obtain aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
1840.										
Oct. 3	The erection of a school-house.	Ponder's End . .	N.	1	4	..	3	..	..	..
5	Ditto	Allonby	B.	..	2	..	..	1	1	..
5	Liquidating a debt . .	Kirkintilloch . .	Scotch	Eight						
5	The erection of a school-house.	Cousland . . .	Scotch	1	3	..	..	..	..	..
5	Ditto infant-school.	Llangristrolles . .	N.	2	2	..	..	..	..	..
7	Ditto	Bredgar	N.	1	and	Chu	rch	war	den	s.
8	Ditto	Banton	Scotch	..	..	..	..	Ele	ven	
8	To enlarge school-house, and erect residence for master.	Holy Island . .	N.	1	and	Chu	rch	war	den	s.
8	Ditto	Paisley (infant) .	Scotch	5	..	..	..	..	..	..
9	Ditto	Deptford (New Town).	B.	..	9	..	..	..	..	..
9	Ditto	Stone and Swanscombe.	N.	1	2	..	..	..	..	..
9	Ditto	Tisbury	N.	3	..	..	..	..	..	..
10	Ditto	Exhall	..	..	..	..	..	..	..	..
13	Ditto	Marton	N.	1	and	Chu	rch	war	den	s.
15	Ditto	Llangollen . . .	N.	3	..	..	..	..	..	..
14	For increased grant * .	Woodbridge. . .	B.	..	..	..	..	..	..	..
14	The erection of a school-house.	Friday Thorpe . .	N.	1	..	..	..	2	..	..
15	Ditto	Weston Zoyland .	N.	1	2	..	..	3	..	..
15	Ditto	Hurdsfield . . .	N.	1	3	..	4	..	..	..
17	Purchasing building, to be converted into a school.	Arksey	N.	..	..	..	..	..	..	..
19	The erection of a school-house.	Aldeby	N.			Nat.	Soci	ety.		
21	Ditto	Ermington . . .	N.	1	4	..	..	4	..	..
21	To erect an additional room to school.	Shildon	N.	..	..	..	..	..	..	..
24	The erection of a school-house.	Tackley	N.	Pres	iden	t &	Sch	olar	s of	St.
26	Ditto	Walcot	N.	Jo	hn's	, Ox	ford.			
28	Ditto	Ouslebury . . .	N.	1	3	..	..	..	..	..
29	The erection of a school-house.	Bamford. . . .	Church	2	1	..	..	..	..	..
30	Ditto	Manchester (St. Ann's).	N.	..	..	..	..	..	..	..
31	Ditto	Buckminster . .	N.	1	..	..	11	..	..	..
31	Ditto	Birmingham (St. Matthew).	N.	2	1	..	..	..	..	..
Nov. 4	Ditto	Little Brickhill .	N.	2	..	1	2	..	..	..
4	Ditto	Batcombe . . .	N.	3	..	..	..	..	..	..
				1	and	Chu	rch	war	den	s.

* 175*l.* granted in 1840.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District *not* endowed.		No. of Children to be provided for in School, at six square feet for each.
Site	Play Ground.		Name and Character.	Number of Children taught.	Name and Character.	Number of Children taught.	
85 by 85 ft.	1,500 sq. ft.	2,400	..	..	..	..	170
..	..	800	Chapel school, 7*l.* 10*s.*	6	..	..	164
..	..	6,000	..	..	Parish school 4 other schools	..	121
..	¼ rood	800	..	..	..	..	95
¼ acre	Residue of site.	1,400	..	..	..	..	100
¼ acre	Residue of site.	600	..	..	A free school . . A dame-school . .	20 10	130
..	49 poles	828	1*l.* 11*s.*	..	Female school . .	30	94
1 acre	..	520	..	..	..	..	88
621 sq. yds.	421 sq. yds.	10,000	12*l.*	..	1 school	..	185
..	60 by 50 ft.	3,000	..	..	A small Sunday-school.	..	160
800 sq. ft.	..	1,950	..	..	3 dame-schools . . Various other schools	36 222	142
¼ acre	Residue of site.	2,700	45*l.*	..	Rom. Cath. day sch. A few dame-schools. Sunday-school held in church. Ditto Dissenters' .	..	350
¼ acre	..	..	..	..	..	..	..
..	..	700	..	..	Sunday-school . .	..	243
¼ acre	..	3,000	..	..	..	..	206
..	..	..	..	..	..	..	..
..	..	729	..	..	..	..	52
..	..	1,000	..	..	A Wesleyan school	..	..
..	..	5,000	..	..	Sunday-schools .	800	556
..	..	1,167	A Free Grammar-school.	..	Wesleyan Sunday-school.	..	114
..	..	600	..	..	..	..	99
..	..	1,400	..	..	..	..	142
..	..	3,000	A small endowment belonging to the Society of Friends.	..	..	..	179
..	Small.	600	..	..	..	..	108
86 by 39 ft.	..	20,000	..	..	Brown school . . Green school . .	31 31	522
¼ acre	..	500	Mrs. Long 30*l.* for a parochial school.	..	..	..	68
..	..	280	..	..	1 dame-school . .	..	125
..	217 sq. yds.	6,000	..	..	..	..	555
1 rood	25 by 21 ft. 25 by 21 ft.	900	..	..	A Sunday-school . Wesleyan . . .	56 70	80
..	..	12,698	..	..	Two	400	691
..	..	514	5*l.*	..	Sunday-school in church. Daily-school . .	71 28	88
..	122 by 43 ft. 6 in.	1,121	A rent-charge 2*l.*	..	A Sunday-school .	..	120

Continued on pages 116, 117

Date of Receipt of Application.	Object of Application.		Total estimated Expense of School Buildings.							
	To obtain aid in	At	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Total estimated Expense.
1840.			£.	£	£.	£.	£.	£.	£.	£.
Oct. 3	The erection of a school-house.	Ponder's End . .	..	5	29	..	122	..	..	651
5	Ditto . . .	Allonby . . .	..	250	..	..	..	..	..	250
5	Liquidating a debt . .	Kirkintilloch . .	..	195	..	..	..	..	..	195
5	The erection of a school-house.	Cousland . . .	..	300	..	..	..	..	..	300
5	Ditto infant-school	Llangristrolies .	..	160	..	..	..	..	82	242
7	Ditto . . .	Bredgar . . .	..	160	..	..	..	..	..	160
8	Ditto . . .	Banton . . .	..	137	..	..	..	..	..	320
8	To enlarge school-house, and erect residence for master.	Holy Island . .	..	60	..	..	..	..	60	120
8	Ditto . . .	Paisley (infant) .	100	450	30	..	..	..	..	580
9	Ditto . . .	Deptford (New Town).	..	345	45	..	..	..	..	390
9	Ditto . . .	Stone and Swanscombe.	5	350	..	..	20	..	..	375
9	Ditto . . .	Tisbury . . .	..	789	..	..	..	..	..	789
10	Ditto . . .	Exhall	..	..	..	..	..	..	..	..
13	Ditto . . .	Marton	..	..	..	..	..	..	..	230
15	Ditto . . .	Llangollen . .	20	335	..	..	63	..	..	418
14	For increased grant . .	Woodbridge . .	..	..	..	..	..	..	..	100
14	The erection of a school-house.	Friday Thorpe .	..	68	..	..	..	..	..	68
15	Ditto . . .	Weston Zoyland .	..	..	..	..	..	..	..	..
15	Ditto . . .	Hurdsfield . . .	..	1060	..	..	50	..	200	1310
17	Purchasing building, to be converted into a school.	Arksey	..	170	..	..	..	..	..	170
19	The erection of a school-house.	Aldeby	..	150	..	..	6	..	..	156
21	Ditto . . .	Ermington . .	..	130	..	..	..	..	..	130
21	To erect an additional room to school.	Shildon. . . .	..	110	..	..	..	..	..	110
24	The erection of a school-house.	Tackley . . .	34	240	25	..	125	..	..	324
26	Ditto . . .	Walcot . . .	..	1800	..	..	00	..	150	2050
28	Ditto . . .	Ouslebury . . .	..	227	..	..	..	17 8 †	..	244 8
29	The erection of a school-house.	Bamford . . .	..	270	..	..	30	..	..	300
30	Ditto . . .	Manchester (St. Ann's).	1460	930	250	..	50	..	100	2790
31	Ditto . . .	Buckminster . .	..	127	..	..	10	..	..	137
31	Ditto . . .	Birmingham (St Matthew).	..	..	..	..	..	..	..	800
Nov. 4	Ditto . . .	Little Brickhill .	12	185	..	..	4	..	..	201
4	Ditto . . .	Batcombe . . .	..	17	..	..	10	22‡	33	235

* Having raised 150*l.* for the erection of the original building, no more can be collected.
† Other expenses. ‡ Conveyance.

Amount subscribed by Private Parties.	Amount contributed by any Society or Societies, naming them.	Amount derived from Sale of Old School-house, or from Sale of Parochial Property.	Amount derived from other sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School. Annual Subscriptions and Donations.	Annual Collections.	Endowments.	School Fees.	Other sources.	Total.	Decision of Committee of Council.	Decision of the Applicants. Accepted.	Declined.
£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
500	N. S. 38	..	..	113	35	..	..	10	..	45	85	85	
120	..	..	..	130	..	..	60	chil	wkly.	pence	100	100	
100	..	..	..	95	..	..	..	50	..	..	Postponed.		
100	..	..	..	200	10	..	..	35	15	60	150	150	
60	N. S. 50	..	..	132	18	18	10	..	..	46	50	50	
50	N. S. 50	..	..	60	10	..	18 12	5	..	33 12	60	60	
279	..	..	..	41	..	..	..	35	12 6 6	47 6 6	40	40	
45	..	..	..	75	20	..	..	30	..	50	..	..	
463	..	..	..	150	20	..	..	30	..	50	150	150	
150	..	..	..	240	Expected to be sufficient.								
100	..	130	..	145	30	10	..	40	..	80	70	70	
240	N. S. 75	..	..	474	80	..	45	38	..	173	175	175	
..	..	..	..	..	..	..	..	..	..	..	Refused	..	
103	..	..	Exptd. 20	107	10	..	..	50	..	60	82	82	
207	..	..	..	211	35	2	..	35	..	72	103	103	
..	..	..	..	..	..	..	..	..	..	..	Refused.	..	
19	N S. 15	..	..	34	..	..	..	6	..	..	26	26	
..	..	..	..	..	..	8 12	..	Not stated.		..	..	..	
150	N. S. 175	..	650	335	20	25	..	1*d.* wkly. child		each	400	400	
70	..	..	..	100			Not stated.				57	57	
120	..	..	..	36	..	20	..	15	..	35	..	..	
50	..	..	.	80	..	21	..	16	..	37	..	..	
	N. S. 50	..	..	..	12	..	..	Not stated.			70	70	
214	Dis. Bd. 20	..	..	90	Uncertain—expected to be sufficient.						54	54	
600	..	..	Exptd. 400	1050	..	..	..	..	..	200	261	..	
184	..	..	..	60	8	..	15	5	..	28	34	34	
21	..	21	..	258	10	..	..	20	..	30	62 10	62 10	
1,300	N. S. 150	..	..	1240	200	..	..	100	..	300	500	500	
71	N. S. 20	..	..	46	..	20	..	26	..	46	40	40	
Nil.	N. S. 200	..	..	600		Not stated.		..	..	..	400	400	
90	N. S. 25	..	..	86	30	10	5	20	..	65	44	44	
170	N. S. Loan 60*l.* paid.	..	..	5	20	..	2	25	..	47	Refused.	..	

Continued on pages 118, 119.

Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several heads.						
	To obtain aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
1840. Nov. 7	Purchasing poor-house to be converted into a school.	Cawston . . .	N.	1	2	& 2	Chu	rch	war	dens
11	The erection of a school-house.	Aberdeen (Union Parish).	Scotch	The	Se	Me	mbe	rs of	the	Kir
12	Ditto	Stowerton . . .	..	..	..	..	..	..	..	..
13	Ditto	Court-y-bella . .	..	2	1	..	..	..	..	..
14	Ditto infant . . .	Congleton . . .	N.	2	1	..	..	..	..	..
16	Ditto	Pirton	N.	..	..	..	..	..	..	..
18	Liquidating a debt incurred in erection of school-house.	Hull (Collier-st.) .	N.			Elg	hteen.			
23	The erection of a school-house.	Witham	N.	2	5	..	..	..	..	..
24	Ditto	Clayton-le-Moors .	N.	1	2	..	..	..	..	..
25	Ditto	Holme	N.	1	4	..	..	..	..	..
30	Ditto	Castle Cary. . .	N.	1	and	the	Chu	rch	war	dens
Dec. 3	For aid to enlarge the present school.	Farringdon, Devon	N.	& 2	Ove 5	rsee ..	rs. ..	..	..	..
15	..	Glengivel . . .	Scotch	..	..	..	..	12	..	..
Nov. 27	The erection of a school-house.	Cullingworth . .	N.	2	..	..	..	..	..	..
30	Ditto	Lowick	N.	2	1	..	..	..	..	..
Dec. 1	Ditto	Liscard	N.	1	2	..	..	..	..	..
1	Ditto	Tattingstone . .	N.	2	1	and	Ch.	war	den	s.
4	Ditto	Fonthill Bishop .	N.	3	..	..	..	..	..	..
5	Ditto	Cricklade . . .	N.	2	..	3	..	..	..	..
9	Ditto	Clifton, York . .	N.	2	2	..	..	..	..	..
9	Ditto	Withycombe Rawleigh.	N.	2	1	..	..	..	..	..
10	The erection of an infant-school.	Shotwick . . .	N.	T	he	Na	tion	al S	ocie	ty.
14	..	Barnsley, Saint George.	N.	..	..	..	..	..	..	..
14	The erection of a school-house.	Grandborough . .	N.	1	1	..	..	1	..	..
16	To defray a debt and enlarge schools.	Radnor-street, St. Luke's.	B.	..	..	..	..	..	..	..
19	..	Loxhore . . .	N.	..	1	..	..	2	..	..
19	..	Oswestry . . .	N.	1	..	..	..	..	..	..

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District *not* endowed.		No. of Children to be provided for in School at six square feet for each.
Site	Play Ground.		Name and Character.	Number of Children taught.	Name and Character.	Number of Children taught.	
..	132 by 20 ft. 75 by 31 ft.	1,200	The interest of 100*l.* to support a Sunday-school.	..	Sunday-school . .	150	176
..	..	2,400	..	..	A private school .	50	184
..	..	..	..	..	..	..	..
..	..	2,000	..	..	..	..	303
..	44 by 30 ft.	12,000	Grammar-school 1*l.*	..	National school . Wesleyan . . .	528 500	504
..	Residue of site.	850	..	..	Sunday-school in church, and several dame-schools.	..	148
..	..	7,000	..	..	Ch. infant-school . Methodist Sunday . Roman Catholic .	200 150 300	442
..	..	6,380	..	..	Lancasterian school National school .	100 160	423
..	633 sq. yds.	3,000	..	..	2 small schools. .	40	236
..	80 ft. sq.	1,300	..	..	Dissenters' Sunday-school.	120	165
..	..	2,400	..	..	..	..	220
..	..	377	Rent-charge 3*l.* .	..	..	..	43
60 falls	Residue of site.	300	..	..	..	..	100
..	..	2,000	8*l.*	..	Village school . .	25	204
¼ acre	Residue of site.	2,000	..	..	A British school . Roman Catholic.	..	150
754 sq yds.	..	2,220	..	..	A small infant-school	..	302
¼ acre	..	400	..	..	..	..	108
¼ acre	..	300	An endowment to be transferred to present school.	16	The preceding .	..	75
2,930 sq. feet	1,000 sq. feet	..	..	1642	Boys' school . . 2 girls' schools . .	80 60	216
..	..	1,500	..	..	..	..	66
45 by 40 ft.	80 by 40 ft.	300	..	..	..	..	128
..	A lane.	800	..	..	A daily school . . 2 dame-schools	40	27
..	..	..	..	..	..	..	..
..	..	500	..	..	..	..	109
..	..	..	..	..	..	..	654
..	..	280	..	..	A dame-school . .	30	80
¼ acre .	Residue of site.	8,000	..	..	British school . .	300	676

Continued on pages 120, 121.

Date of Receipt of Application.	Object of Application. To obtain aid in	At	Total estimated Expense of School Buildings. Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Total estimated Expense.
1840.			£.	£.	£.	£.	£.	£.	£.	£.
Nov. 7	Purchasing poor-house to be converted into a school.	Cawston . . .	2	30	103	..	..	..	32	365
11	The erection of a school-house.	Aberdeen (Union Parish).	150	440	..	..	..	..	..	590
12	Ditto . . .	Stowerton . . .	..	..	..	..	..	..	..	..
13	Ditto . . .	Court-y-bella . .	30	5	50	..	100	..	220	900
14	Ditto infant . .	Congleton . . .	82	520	..	..	..	..	..	602
16	Ditto . . .	Pirton	..	172	24	..	52	11*	..	259
18	Liquidating a debt incurred in erection of school-house.	Hull (Collier-st.).	..	700	..	..	..	..	..	700
23	The erection of a school-house.	Witham . . .	50	1095	..	..	..	..	..	1145
24	Ditto . . .	Clayton-le-Moors.	..	400	..	..	95	..	..	495
25	Ditto . . .	Holme	..	170	..	..	30	..	100	300
30	Ditto . . .	Castle Cary . .	..	340	..	..	..	..	..	340
Dec. 3	For aid to enlarge the present school.	Farringdon, Devon	..	29	..	..	..	..	..	29
15	..	Glengivel . . .	..	200	..	..	..	..	..	200
Nov. 27	The erection of a school-house.	Cullingworth .	..	276	.	..	15	..	..	291
30	Ditto . . .	Lowick . . .	..	218	..	..	18	2616	90	352 16
Dec. 1	Ditto . . .	Liscard . . .	100	552	..	..	..	..	..	652
1	Ditto . . .	Tattingstone . .	..	130	20	..	5	..	10*	165
4	Ditto . . .	Fonthill Bishop .	..	179	..	..	..	..	..	179
5	Ditto . . .	Cricklade . . .	..	357	..	..	51	..	35	413
9	Ditto . . .	Clifton, York . .	40	153	..	..	..	..	..	193
9	Ditto . . .	Withycombe Rawleigh.	..	160	..	..	30	..	10*	200
10	The erection of an infant-school.	Shotwick . . .	..	51	..	..	..	..	51	102
14	..	Barnsley, Saint George.	..	..	..	..	..	..	..	..
14	The erection of a school-house.	Grandborough .	..	244	..	..	..	..	..	244
16	To defray a debt and enlarge schools.	Radnor-street, St. Luke's.	..	..	..	..	..	..	..	350
19	..	Loxhore . . .	..	120	..	..	5	..	..	125
19	..	Oswestry . . .	200	1290 11	..	..	190	..	300	1980 11

* Conveyance.

Amount subscribed by Private Parties.	Amount contributed by any Society or Societies, naming them.	Amount derived from Sale of Old School-house, or from Sale of Parochial Property.	Amount derived from other sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants	
					Annual Subscriptions and Donations.	Annual Collections.	Endowments.	School Fees.	Other sources.	Total.		Accepted.	Declined.
£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
198	..	..	..	167	25	..	..	37	12	74	Postponed.		
295	..	..	..	295	Expected to be sufficient.						295	295	
..	..	..	..	..	..	..	..	..	..	..	..	..	
Sir Thos. Phillips in tends to contribute one-half of the expenditure.					It is intended to require the men employed toward collieries to contribute its support						450	450	
231	N. S. 150	..	..	221	15	15	..	80	..	110	221	221	
110	N. S. 35	..	..	114	7	10	..	28	..	45	74	74	
350	N. S. 25	..	..	325	53	..	..	83	30	166	221	221	
267	N. S. 50	150	..	578	60	..	35	20	..	115	211 10	..	
200	N. S. 100	..	..	195	Expected to be sufficient.						Refused.	†	
92	N. S. 50	..	..	158	..	..	..	2*d.* each	& 3*d* child	from wkly.	82 10	82 10	
234	..	..	..	106	..	40	..	60	..	100	106	106	
..	..	..	..	29	19	..	..	30	..	49	Refused.	..	
100	..	..	..	100	..	..	..	30	..	30	100	100	
50	N. S. 65	..	..	176	..	10	8	Uncertain.		..	102	102	
250	..	..	..	102 16	21	..	..	2*d.* each	per week child.		75	..	
435	..	..	..	217	71	30	..	50	..	151	150	150	
100	..	..	..	65	32	..	..	8	..	40	54	54	
91	Dis B. 15	..	..	73	5	..	10	3	..	18	37 10	37 10	
195	N. S. 50	..	..	198	20	2	..	55	3	80	108	108	
80	N. S. 20	..	..	93	..	..	..	..	..	40	33	33	
130	N. S. 20	..	..	50	35	..	..	5	..	40	40	40	
51	N. S. 15	..	..	46	..	26	..	30	..	56	13 10	13 10	
..	..	..	..	..	..	..	..	..	..	..	Refused	†	
172	N. S. 15	..	..	57	8 the vicar	..	..	..	20	28	54 10	54 10	
..	..	..	..	250	..	..	..	..	..	70	75	..	
20	N. S. 20	..	..	85	..	4	..	9	..	13	40	40	
1400	N. S. 100	..	..	480	115	12	..	50	..	177	338	338	

† Insufficiency of tenure.

Continued on pages 122, 123.

Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several heads.						
	To obtain aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
1840.										
Dec. 22	Improving and extending school.	High Harrowgate .	N.	2	3	1	1	..	..	..
26	..	Kingsbury . . .	..	..	..	..	..	..	..	..
26	..	Guiseley. . . .	..	..	..	..	..	..	..	..
1841.										
Jan. 2	Re opening a school, and in payment of master's salary.	Austell, St. . . .	B.	..	1	..	2	..	3	..
5	Erecting a schoolhouse .	Selborne . . .	N.	1	and	C	hur	chw	arde	ns.
7	Ditto	Wreckenton, Gate's-head Fell.	N.	1	3	1	2	..	1	..
7	Ditto . . . . a grant made by Treasury having lapsed.	Cronk-ne-Voddy .	N.	1	and	C	hur	chw	ard	ens.
9	The erection of a school .	Heywood, St. James.	N.	2	..	..	1	..	..	..
9	Ditto	Byer's Green . .	N.	4	..	..	..	..	..	..
9	Ditto	Newfield . . .	N.	4	..	..	..	..	..	..
11	Ditto	Bolton-on-Dearne .	N.	..	3	..	..	..	..	..
	Promoting the objects of the institution.	Glasgow, Anderson's University.	..	..	..	..	..	..	..	..
22	The enlargement of school-house.	Clifton, Lancashire	N.	1	2	..	..	..	..	..
27	The erection of an infant-school.	Auldearn Innes Infant School.	Scotch	1	3	..	..	..	..	..
30	Ditto	Haggs Denny . .	Scotch	..	..	..	..	..	16	..
Feb. 1	Towards the annual expenses of school.*	Castleford . . .	N.	1	..	..	..	..	..	..
6	The erection of a school-house.	Houndwood . .	Berwick	..	..	..	..	5	..	..
6	Ditto	Hingham . . .	N.	3	1	..	..	..	..	..
8	The erection of a school .	Lichfield, St. Mary	N.	1	..	..	..	..	10	..
10	The liquidation of a debt .	Whitelets . . .	Scotch	The	Min	ister	& K	irk	Sess	ion.
11	The purchase of a disused building for the purposes of a school.	Kirkham-gate . .	N.	..	..	..	..	..	..	..
1840.										
Oct. 7	The erection of a school .	Islington, St. Peter	N.			Four				
Feb. 19	Ditto	Wadworth . . .	N.	1	4	..	..	..	..	..
Mar. 3	Ditto	Owston Bawtry .	N.	1	and	Ch	urch	war	den	s.
Feb. 20	Ditto	Ashford	N.	2	..	2	..	..	3	..
20	Ditto (infant-school)	Turvey	N.	2	3	..	..	..	..	..
27	Ditto	Downham . . .	N.	2 five	1 e pri	and ncip	Ch. al in	war hab	dens ttan	and ts.
27	Ditto	Pershore. . . .	N.	..	..	..	..	..	..	..
Mar. 4	Ditto, and to repair present school.	Eltham	N.	1	5	..	..	..	..	..
April 7	The erection of a school-house.	Kensington. . .								

* Erected in 1839, with aid from the Treasury and the Duchy of Lancaster.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District *not* endowed.		No. of Children to be provided for in School, at six square feet for each.
Site.	Play Ground.		Name and Character.	Number of Children taught.	Name and Character.	Number of Children taught.	
..	1,000 sq. yds.	3,000	..	..	B. and F. school .	..	207
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	280
¼ acre	residue of site	1,000	White's 10*l.*	..	Dame-schools . .	..	146
14 perches	18 by 10 yds.	2,000	..	..	A school. . . .	60	130
					Ditto. . . .	30	
..	1,014 sq. ft.	600	..	..	..	..	97
..	1-8th acre	3,500	..	..	1 school	300	261
..	..	500	..	..	1 ditto	60	..
..	520 sq. yds.	500	..	..	A small cottage school.	30	301
..	..	1,575	For the poor of Bolton, 11*l.* 10*s.*	..	..	..	108
..	..	..	..	..	..	..	..
..	..	889	A charity-school in Newton.	40	..	..	..
..	90 by 40 ft.	1,613	..	..	The parochial school	..	92
..	12 p. 9 yds.	1,000	..	..	..	..	80
..	..	..	..	..	No other schools .	..	239
..	¼ acre	..	..	..	..	..	100
..	2½ acres	2,000	None for the poor.	..	3 dame-schools . .	80	103
..	532 sq. yds.	9,400	Minister's school .	70	Boys' national . .	130	228
					Girls' ditto . . .	50	
..	..	..	..	..	..	..	82
..	500 sq. yds.	1,500	..	..	..	..	..
..	..	5,000	Infant-school, 15*l.* .	80	Roman Catholic sch.	..	296
..	..	910	..	..	Sunday-schools .	..	145
..	..	1,400	Noddles, 10*l.* . .	..	One school . . .	60	162
..	10,888 sup. ft.	4,899	..	..	The present school	173	412
					Great Chart school	40	
..	59 ft. by 41	1,200	Sunday-school, 20*l.* Day-school . 20*l.*	..	..	..	133
..	An open ground.	4,100	..	..	Girls' daily school.	..	325
					Boys' Sunday-school	..	
					Baptist day-school.	24	
					Wesleyan Sunday.	60	
					Ranters	40	
¼ acre	..	4,500	..	..	Ch. Sunday-school	200	300
					Dissenters' ditto .	60	
..	50 by 40	2,200	Leggatt's, 49*l.* 2*s.* .	..	The national and infant school. A few dame-schls.		80

Date of Receipt of Application.	Object of Application.		Total estimated expense of School Buildings.							
	To obtain aid in	At	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Total Estimated Expense.
1840.			£.	£.	£.	£.	£.	£.	£.	£.
Dec. 22	Improving and extending school.	High Harrowgate	..	..	..	..	..	..	..	..
26	..	Kingsbury . .	..	..	..	..	..	..	..	..
26	..	Guiseley . . .	..	..	..	..	..	..	..	..
1841.										
Jan. 2	Re-opening a school, and in payment of master's salary.	Austell, St. . .	..	..	..	..	..	..	..	40 per ann.
5	Erecting a schoolhouse	Selborne . . .	25	330	..	..	..	..	110	465
7	Ditto . . .	Wreckenton, Gateshead Fell	..	252	..	..	..	..	..	300
7	Ditto . . . a grant made by Treasury having lapsed.	Cronk-ne-Voddy	..	93 10	..	..	17	..	40	110 10
9	The erection of a school	Heywood, St. James.	..	355	50	..	..	..	..	405
9	Ditto	Byer's Green . .	..	160	..	..	..	..	..	160
9	Ditto	Newfield . .	..	386	34	..	45	30*	..	495
11	Ditto	Bolton on-Dearne	20	180	20	..	..	..	..	220
	Promoting the objects of the institution.	Glasgow, Anderson's University.	..	..	..	..	..	..	..	..
22	The enlargement of school-house.	Clifton, Lancash.	..	45	..	..	..	..	..	45
27	The erection of an infant-school.	Auldearn Innes Infant School.	..	274	..	..	20	26	125	445
30	Ditto	Haggs Denny .	..	125	..	..	25	..	..	150
Feb. 1	Towards the annual expenses of school.	Castleford . .	..	..	..	..	..	..	..	..
6	The erection of a school-house.	Houndwood . .	..	250	..	..	..	..	..	250
6	Ditto	Hingham . .	50	163	..	..	..	..	..	213
8	The erection of a school	Lichfield, St. Mary	..	360	140	..	..	..	.. Amt.	500 sought
10	The liquidation of a debt	Whitelets . .	..	..	..	..	..	..	..	50
11	The purchase of a disused building for the purposes of a school.	Kirkham-gate .	..	..	..	..	..	..	..	..
1840.										
Oct. 7	The erection of a school	Islington, St. Peter	300	820	110	..	60	..	220	1510
Feb. 19	Ditto . . .	Wadworth . .	..	346	..	..	20	..	110	476
Mar. 3	Ditto . . .	Owston Bawtry .	..	200	..	..	..	..	..	200
Feb. 20	Ditto . . .	Ashford . . .	..	662	..	..	80	..	225	67
20	Ditto (infant-sch.)	Turvey . . .	..	170	..	10†	16	..	..	196
27	Ditto . .	Downham . .	..	450	..	..	..	..	..	450
27	Ditto . . .	Pershore . . .	..	795 &	106 fencing	..	..	50‡	inc. in sch.	951
Mar. 4	Ditto, and to repair present school.	Eltham . . .	..	222	23 7	..	40*l.* 3*s.* 10*d.*	Conveyance 20*l.* 15*s.* 4*d.*	135*l.* 12*s.*	441*l.* 18*s.* 2*d.*
Apr. 7	The erection of a school-house.	Kensington .								

* Other expenses. † Conveyance. ‡ Architect and law expenses.

Amount subscribed by Private Parties.	Amount contributed by any Society or Societies, naming them	Amount derived from Sale of Old School house, or from Sale of Parochial Property	Amount derived from other sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School: Annual Subscriptions and Donations.	Annual Collections.	Endowments.	School Fees	Other sources.	Total	Decision of Committee of Council	Decision of the Applicants: Accepted.	Declined
£	£.	£	£	£.	£	£.	£	£	£	£	£	£.	£
..	..	..	..	..	The sch	ool ha	s been	sup	ported		100	100	
..	..	..	..	.	..	some	years.	..	..	..	..	..	
.	..	..	..	..	..	..	..	..	..	..	..	..	
..	..	..	..	..	15	..	..	1d	per we	ek	Refused	..	
								eac	h chil	d.			
264	N. S. 35	..	..	166	15	10	10	2d	per we	ek	73	73	
								eac	h chil	d			
100	N. S. 30	..	70	100	25	6	..	30	..	60	65	65	
			Ex										
			pected										
65	..	..	..	45 10	..	..	..	15	8	23	48 10	..	
120	..	..	40	245	10	20	..	Unc	ertain		..	130	130
			exptd										
50	N S 35	..	10	65	Expect	ed to b	e suff	cien	t			..	..
			exptd										
100	N S. 80	..	..	315	..	10	..	Su	fficient		..	200	200
150	..	..	..	70	E	xpect	ed to b	e su	fficien	t.		54	54
..	..	..	..	..	..	..	..	..	..	..	Refused	..	
..	..	..	..	45	..	..	..	.	..	..	23	..	23
300	..	..	..	145	The in	terest	of 200	7	..	..	145	145	
97	..	..	..	53	8	..	.	40	..	48	53	53	
..	..	..	..	.	..	..	..	.	.	..	Refused	..	
153	..	..	..	97	Uncer-	..	..	60	..	..	50	50	
					tain								
109	N S 20	..	..	84	20			1d	Norwi	ch Dis	51l 10s	51 10	
						per wk	eache	hild	So 8l				
180	N. S 30	..	..	260	will be	defray	ed by	Vic	ar	..	114	114	
	Dio Bo 30												
..	..	..	..	..	..	5	..	25	5	35	Postpon	ed.	
..	..	..	..	..	..	..	..	..	..	..	Applicat	ion	
											withdra	wn	
1310	N. S. 100	..	..	100	80	..	..	60	..	140	100	100	
336	.	..	..	140	20	..	..	50	..	70	72 10	72 10	
40	N S 35	..	..	125	40	..	10	20	..	70	81	81	
492	.	..	..	475	..	100	..	..	20	120	206	..	
	Bedford Dist.												
80	Board . 30	..	..	86	E	xpect	ed to	be s	ufficie	nt	66 10	66 10	
									N S				
100	N S 70	..	..	280	..	60	..	60	10	130	162 10	162 10	
	Worcester												
795	Di Soc. 60	..	..	96	..	..	..	75	..	75	Postpon	ed	
323l. 10s	N S 20	..	..	98	..	..	32	..	..	200 for all the schls	40	40	

APPENDIX III.

INSTRUCTIONAL LETTER.

Committee of Council on Education,
Council-Office, Whitehall, Aug. 10, 1840.

REV. SIR,

THE Committee of Council on Education are desirous to obtain information as to the state of Elementary Education in the mining districts of the counties of Durham and Northumberland.

You are therefore directed to proceed to those districts as soon as it may be convenient to you to do so, and to inquire into the state of Education generally, and the nature of the superintendence under which it is placed.

On this head your object will be to ascertain the number and character of the schools for the children of the poorer classes. You will inquire what dame-schools, common day and evening-schools, and Sunday-schools exist; what day-schools connected with the National and British and Foreign School Societies; what endowed schools for the poorer classes; what day-schools connected with churches or the congregations of dissenting chapels, with the number of scholars on the books in each case; the average attendance; the nature and extent of the instruction given; the books used; the qualifications and salary of the teacher; the methods of instruction adopted; the annual income of the school; and such other particulars as may tend to afford the most complete information upon this subject.

In making these inquiries, you will not fail to avail yourself of every facility freely afforded you; you will carefully avoid acting on the presumption that you are invested with any authority to enter or inspect any schools without the express permission of the managers, or to require from any individuals facts or information which they are unwilling to communicate to you. You will rely solely on the voluntary co-operation of the gentlemen, magistrates, clergy, and others to whom you may be introduced, and on the means which you will possess of prosecuting your inquiries in person among the working classes themselves; and you will of course use great caution with respect to the correctness of any statements you may submit to the Committee.

By order of the Committee of Council on Education,

(Signed) J. P. KAY.

The Rev. John Allen,
Her Majesty's Inspector of Schools.

REPORT.

My Lords, *King's College, London, Nov.* 24, 1840.

On the 10th of August last I received instructions from your Lordships to visit the mining districts of Durham and Northumberland, with a view to obtaining information as to the state of Elementary Education in those counties; and, leaving London the same evening, I waited on the Lord Bishop of Durham at Auckland Castle on the 12th, to whom my mission and its objects had been already announced, and whose earnest desire to cooperate with the Committee of Council, for the elevation of the intellectual, moral, and religious condition of the working classes, had been repeatedly expressed and proved.

It was suggested to me that I should consult his Lordship, and any other persons well qualified to advise me, as to the particular locality from which I could most advantageously carry on my inquiries; and, having received from the Right Rev. Prelate a strong recommendation to his clergy, I fixed my head-quarters, in conformity with his advice and that of others, at Newcastle-upon-Tyne, from which town the railroads and other means of communication afforded an easy access to those coal-fields lying along the Tyne and the Weare, among which my time was chiefly to be spent.

During the afternoon of the 21st of August I received some melancholy tidings, which induced me to return to London without delay. I was at Newcastle again by the end of August, ready to recommence my labours on the 1st of September. On the 3rd of October I finally returned to London.

While, in obedience to your Lordships' commands, I lay before you the results of my inquiries, I would wish to be permitted to entreat your indulgent consideration of my Report upon two several grounds. First, my own inexperience in the prosecution of such inquiries; and, secondly, the largeness of the field in which I was engaged. In justice, however, to others, I must add, that whatever want of precision or other defects may be noticed in the following papers must be attributed wholly to myself. From every one with whom I conversed on the matter I received as much assistance as I could reasonably hope for, each appearing willing and anxious to supply me with all the information within their reach; and many gentlemen, lay as well as clerical, proved themselves most kind friends to me and to my work, by putting themselves to considerable inconvenience to further my views.

It will be seen, from the dates given above, that the inquiry occupied about six weeks: during that time 150 schools were visited, of which number 4 were Sunday-schools, 15 were infant-schools, 37 were dame-schools, 46 were common day-schools set on foot by masters on their own account, subject to no superintend-

ence, and attended by children of both sexes; 15 were girls' schools, under the superintendance of the parochial clergy; 14 were boys' schools, and 2 were schools for both sexes, under the same superintendence; 3 were Lancasterian-schools for boys; 2 were Lancasterian schools for girls; 1 was the school in the gaol at Durham; and 11 were schools for children of a superior class, whose payments varied from 10*s.* 6*d.* to 1*l.* 1*s.* and upwards per quarter.

The payments at the common day-schools ordinarily varied from 3*d.* or 4*d.* to 8*d.* or 10*d.* per week, according to the proficiency of the scholar. The payments at the national schools were somewhat less, usually ranging from 2*d.* to 4*d.* per week. The payments at the dame-schools were found to be 2*d.*, 3*d.*, 4*d.*, and occasionally 6*d.* per week. The ages of the children were commonly under 12; a few stay at school till 14, but it is very rarely that a pitman's son can be found at a day-school after 9.

In addition to the 150 schools mentioned above, the school-rooms and masters of some 20 other schools were visited; and three days out of the last week of my stay in the North were spent among the lead-miners in Alston Moor, Allendale, and Weardale. The results obtained during a very hasty inspection of 26 schools situate in these latter districts will be given separately.—(Appendix A.)

It must be premised, indeed, that many of my visits to the schools in the colliery districts of the Tyne and the Weare were merely rapid glances, from which little could be gathered except general impressions as to the orderly behaviour, cleanliness, and attention of the scholars, with such information as might be supplied from the answers given to a few abrupt inquiries put to the masters.

In 7 out of the 15 infant-schools visited the mistresses had never received any sufficient training, and, as it appeared, made very feeble attempts to draw out the faculties of the children, acting as if their chief business was to teach their scholars to repeat a few rhymes, and to go through certain manual and bodily exercises. Two of these 15 schools were under a master; most of them were well supplied with prints, and all except one were fitted up with a gallery; none of them had gardens attached, nor were they supplied with any gymnastic apparatus. A cabinet of natural objects might be procured for all with very little exertion on the part of the superintendent; as the children would, if the matter were proposed to them, make no contemptible collection for themselves.

The dame-schools appeared to me to be divisible generally into two classes; those kept by persons fond of children, and of cleanly and orderly habits,—and these, however scanty may be their means of imparting instruction, (the mistresses confining themselves almost entirely to teaching a little reading and knitting or sewing,) cannot altogether fail of attaining some of the highest ends of education, as far as regards the formation of character,—and those

kept by widows and others who are compelled by necessity to seek some employment by which they may eke out their scanty means of subsistence, without any real feelings of interest in their work. Many of this latter class presented a most melancholy aspect; the room commonly used as a living-room, and filled with a very unwholesome atmosphere; the mistress apparently one whose kindly feelings had been long since frozen up, and who was regarded with terror by several rows of children, more than half of whom were in many cases without any means whatever of employing their time.

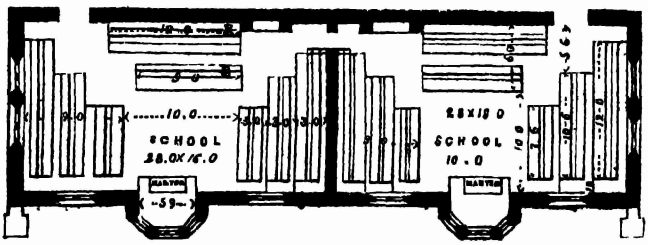
In nine-tenths of the common day-schools visited I found no profession made of giving any religious instruction: this, as it was said, was left to the Sunday-school; but as, ordinarily, no care is taken by the masters that their pupils shall attend Sunday-schools, the common day-schools of which I am speaking must be considered, I fear, in the worst sense of the words, merely *secular schools*. The masters appeared in most cases to be very ill educated, and the schools being matters of private speculation, except in a few instances where school-rooms were found by the owners of collieries, they are subject to no inspection, and are consequently in a great measure beyond the reach of those beneficial influences which could not fail to be produced by intercourse with persons of superior intelligence, and from the opportunities of visiting good schools, and of becoming acquainted with the most approved methods of instruction. Of education, in that sense of the word which includes the training and the endeavour to perfect the faculties of the entire man, there is none. No superintendence is exercised over the children during the hours of relaxation, and in but too many instances it seemed that the constant use of words of harsh reproof, and no unfrequent recurrence to the strap, was needed to preserve tolerable quiet and some slight appearance of order. The strap, the common instrument of punishment, is not, indeed, a very formidable weapon, but the frequent use of it, while it bears witness to the little real respect paid to the master, must lower the character of the children, teaching them to estimate actions, not by any fixed standard of right and wrong, but by the immediate sensible results produced on the caprice or bad temper of another.

In very few of these schools was any acknowledgment made of dependence on the only source of all good by public prayers at the opening or close of the day. I have no note of singing being taught in any one of them: it is certainly not taught in by far the larger proportion of them.

The deficiency of books was most lamentable; in the majority some slates and copybooks, a few pages of a spelling-book or an entire one, treatises on arithmetic and mensuration, with the Bible or Testament, were almost the only visible means of instruction. A few children indeed, in one or two of the schools, used Pinnock's Catechism of Geography; I met also with one or two short Histories of England. Almost all of these schools were

opened between the hours of 7 and 9 in the evening during the winter, for the instruction of pitmen, and others not able to attend during the day.

There appeared to be a great want of any well-organized system of instruction. The master, while engaged with one class, seemed in most instances liable to numberless interruptions from individual applications for aid. The school-rooms were commonly fitted with forms and desks, but with a few exceptions no other apparatus was visible. The desks, as they are usually placed lengthwise through the room, while they cause the children to face one another, shield a considerable number from the observation of the master. A better disposition of these would be that of Joseph Lancaster, all looking one way, towards the master's seat. An arrangement yet more preferable might be made, in most instances with very little expense, according to the figure in the margin, which is taken from the plan in the volume of minutes published by the committee of council, (B. No. 2,) in which



the desks and benches are turned so as to afford facilities for teaching the scholars in three divisions, or for giving contemporaneous instruction to the entire school. In not more than 4 out of the 46 did I find that any of the children were taught to draw; they were not provided with maps or blackened boards; they have no drills nor manual exercises; no play-grounds, nor provision for recreation. In about one fourth of the schools, the boys and the girls sat on separate benches; on this matter of arrangement of the sexes I do not feel competent to offer any opinion, as my observation has not enabled me to ascertain any general results.

But little attention seemed to be paid to the cleanliness of the children. In very few instances did I find a window opened for ventilation, and where a large number of children were gathered into a small confined room, the atmosphere, highly offensive to a stranger, must prove most pernicious to the lungs and skin of the inmates, slowly but surely undermining their health and strength.

The parochial schools were better ventilated, and in most instances filled with cleaner children than those assembled in the common day-schools, although the rate of payment is considera-

bly lower. In most the system of mutual instruction is strictly adhered to, the masters making, as far as I could learn, little attempts to teach the children to exercise their mental faculties, by requiring written answers to written questions, or by resorting to ellipsis, or the suggestive method of instruction. The children were usually found to be orderly in their demeanour; and in the better schools, both parochial and those under no superintendence, writing seemed to be fairly, and arithmetic very successfully, taught. Children of the age of 12 were not unfrequently to be found solving problems in mensuration, and many in both classes of schools were found learning practical land-surveying. The reading was, in almost all cases, indifferent, and, in nearly every instance in which the experiment was tried, an attempt to get the meaning of the words read failed. I met with only one instance of a pupil-teacher. All the parochial schools were opened and closed with prayer, and the church catechism was repeated by the children with tolerable accuracy; but in schools even of the better class, little or no meaning seemed to be attached to the more difficult words. In some cases indeed the explanation furnished in the glossary attached to the broken catechism was readily given, but this, as far as I could judge, was as much a matter of rote as the rest. Of the books used, there was seldom any deficiency; those commonly read were Sellon's Abridgment, Bishop Gastrell's Faith and Practice of a Christian (an excellent tract), the National School Society's reading books, and the Bible. The Lord's prayer, and the collect for the week, were learnt by almost all the children; but, besides these, the children were not commonly taught private prayers to repeat at home, nor have I reason to believe that much inquiry is made by their teachers how much they have profited by the public ordinances of religion. One matter for regret which was continually forced on my thoughts while visiting these church-schools was, that the masters, though in many instances appearing to be serious minded men, seemed to have no wish to do more for their scholars than help them to acquire a knowledge of reading, writing, and arithmetic, with psalmody. If these objects were attained, and the children could say their catechism and the collect for the week, and in one or two instances some texts of Scripture, the masters generally seemed to think their work was perfectly done. It is not meant to undervalue these acquirements, doubtless they prove often the means to good; but I never found in my conversation with the masters that they felt it to be their duty to endeavour to form the characters of the children, or to lead them to think, or even to convey to them instruction apart from the routine noticed above. The sphere of reading and information of the masters will, I fear, be generally found to lie in a very narrow compass, and it is no wonder if, as long as they are not better educated, they show little anxiety about improvement. In some of these schools

an attempt was made to maintain some connexion with the scholars after they had gone out into the world; a matter which, if well attended to, would doubtless prove of signal use in keeping them in the right course. I have no note of any of the children in the church-schools being taught to draw.

Small yards were attached to some, but these were in no instances furnished with circular swings or means of recreation, nor was any superintendence habitually exercised over the children during the period of relaxation.

The parents' hearts might often times be reached in a very effectual manner, if a small card, printed with texts of Scripture, or moral apologues, maxims, &c., were given to each child at night to be talked over, or learnt, as the case might be, as the lesson for the following day.

In the girls' schools that I visited, half the time of the children was devoted to needlework, a portion of the proceeds from the sale of which was commonly appropriated to the purchase of small articles of clothing for the use of the children. In almost all the girls' schools that were subject to any superintendence, the children appeared to me clean and orderly; but I should not estimate the amount of instruction given in most of them at a very high rate.

As a class, the masters of the Lancasterian schools appeared to aim at more in the instruction of their pupils than the masters of the parochial schools: they seemed more alive, more stirring. In two of these schools good maps were drawn by some of the pupils. I doubt, however, whether the education given in such schools has not rather the tendency to press some children forward to rise out of their own sphere of life than to elevate the condition of the mass. The Scriptures were read in all, and nearly all were opened with prayer and singing. They were well furnished with the sheet-lessons of the British and Foreign School Society, and with Bibles. As far as regards moral training, and the superintendence of the children out of school-hours, they seemed equally defective with the schools I have just now noticed. All of these schools, with the exception of one where there was a small endowment, were in towns, and, consequently, not accessible to the children of the pitmen.

As a means towards forming some more accurate estimate of the provision made for supplying instruction to the lower classes in particular neighbourhoods, certain parishes or districts were selected as specimens, within the limits of which I visited nearly every school. The districts so selected were the parishes of Wallsend, Heworth, and Chester-le-Street; the town of North Shields; the chapelries of Hetton-le-Hole and South Hetton; the collieries of Haswell, Littletown, Piddington, Lower Piddington, and Belmont. I must premise, however, that in the details which follow I have not felt myself called upon to particularize

what appeared to me the merits or the defects of such schools as, not having received aid from Government since the 3rd day of June, 1839, were not formally subject to my inspection. My general impressions with reference to this matter must be gathered from the foregoing paragraphs.*

Wallsend parish, containing some of the oldest collieries in the North, stretches for three miles and a half along the north bank of the Tyne; its greatest width may be somewhat above two miles. The present population is calculated at about 5500, consisting chiefly of men employed in collieries, roperies, agricultural labour, and those collected into one or two small reservoirs of trade by the side of the river. There is one church (containing 750 sitings; 300 free) in which two full services are celebrated every Sunday. The present incumbent has held the living (a perpetual curacy) between 10 and 11 years. In the parish there are 8 Dissenting meeting-houses: namely, 3 Wesleyan Methodist, 2 Primitive Methodist, 1 Seceders, 1 Independent, and 1 Protestant Methodist: all of these, with the exception of one, have, as I believe, Sunday-schools attached to them. The church was in ruins for 10 years, about 30 years ago.

There is one stone-built national schoolroom, roofed with tiles, unceiled, provided with a small porch, measuring on the inside 42 feet by 21, well lighted and ventilated, on the slope of a hill close to the church, opened in 1833. There are 150 children on the books, of whom perhaps 100, on an average of both sexes, attend daily. The Sunday-school is somewhat larger. The master of the school has the weekly pence of the children (2*d.* each), and a house. The funds of the school—of which Lord Crewe's trustees contribute annually 5*l.*, the Bishop of Durham 3*l.*, some of the colliery agents 1*l.* each—go to supply books, the rent of the master's house, &c. But few of the children belong to the pitmen. Their fathers are chiefly millers, shipwrights, keelmen, labourers, and small tradesmen. A boy goes through the school in about four years. On the day I visited the school there were 84 present, divided into five classes: of these 25 read well, and 24 more read decently; 49 were writing in copybooks, the rest used slates only. There are no rewards; the children being taught that learning is itself a reward. The school is opened and closed with prayer; the Scriptures are read daily; the pastor of the parish takes on himself the religious instruction; some of the children committed passages of Scripture to memory. There is sufficient accommodation in the church for the children, and their proper behaviour there is attended to.

* I feel, on reviewing what I have written, that much of what follows would have assumed a more satisfactory shape had my inquiries been more complete, so as to have enabled me to present some results to your Lordships in a Tabular form.

There is a school-room provided by the British and Foreign School Society for a master at Howden, in Wallsend parish, in which there were 80 children collected on the day of my visit. There have been 120 present. The master (an Independent) was educated at the High School, Edinburgh. The school was furnished with maps and globes; it is opened with prayer; the children pay 4*d.*, 5*d.*, and 6*d.* per week; those who learn Latin pay 10*d.* Chambers's Educational Course was used in the school.

The daughter of the Independent minister at Howden keeps a small school for the daughters of the tradesmen of the place. In addition to those mentioned, I visited three day-schools in Wallsend, one of which contained 80 children, and is opened during the winter between the hours of seven and nine as an evening-school. The other two were kept in Methodist chapels. The gratuitous use of one of these, in addition to house and firing, were supplied by the colliery-owners to an old man, who, having been originally a lead-miner, had kept school for 30 years. He had only 10 scholars on the day I visited them, and these were not far advanced. The other, under the superintendence of a Wesleyan, was attended by about 50 children; the master was assisted by his wife in the instruction of the girls. In the parish there are, besides, three dame-schools, and one school for little girls of rather a better class; in all which perhaps 100 children may be instructed in reading, sewing, and knitting; two of these are kept by Wesleyans.

The parish of Heworth, lying along the south side of the Tyne, between Jarrow and Gateshead, 36 furlongs long, and 32 furlongs broad, being an area of 2806 acres, contains a population of about 8000, some of whom are colliers, but the greater part are employed in quarries and manufactories. There is one church, containing 980 sittings, 687 of which are free. The clergyman of the parish assembles also part of his flock in one of the school-rooms for public worship. There are 11 Dissenting meeting-houses: namely, 4 Methodist (New Connexion), 3 Wesleyan, 3 Primitive Methodist, 1 Independent.

There are two national schools for boys, and two for girls, in the parish; one of the boys' schools had lately changed its master when I visited it, and was very thinly attended; the average number under the late master may have been 30. The other national boys' school had 57 present; it was furnished with a black board, one or two maps, and the apparatus for circular classes: some of the older scholars had begun to learn the elements of geometry. Besides these I visited four common day-schools, at which there were in all 217 children present, and six dame-schools, with one female school for children of a superior class. The dame-schools were attended by 83 children. Of the masters —2 were Independents, 1 Wesleyan, 1 Scotch Secession Kirk. The payments at the dame-schools, like those in Wallsend, ranged

from 2*d.* to 4*d.* per week; at the masters'-schools from 3*d.* to 8*d.* All the masters kept night-schools, the pupils paying about 1*d.* for each attendance. There were one or two dame-schools, which I could not find time to visit.

The parish of Chester-le-Street, situate half-way between Durham and Newcastle, containing a population of about 13,000, exclusive of the chapelries of Lamesley and Tanfield, extends over an area of about 36 square miles. There are some large iron-works in the parish; if we except the persons employed in these, and the inhabitants of the town, the bulk of the population consists of pitmen. There is one church, containing about 1000 sittings, 250 of which are free. Subscriptions are now being raised for building a second church. Land has lately been purchased for the erection of a national school-room, for which building sufficient funds have been raised. In two villages, Lumley and Birtley, services are performed by the clergymen on alternate Sundays. There are 12 Dissenting meeting-houses and a Roman Catholic chapel in the parish; some of the above are very small, and in these the attendance of preachers is irregular. With the exception of one school for young ladies, two dame-schools, and one common day-school (the pupils of which last were dismissed before I arrived), I visited, as I believe, every school in the parish. There is one infant-school, under a committee of ladies, in connexion with the church, at Chester-le-Street. There were 33 present on the day I was there; the school-room is low and inconvenient. I visited 10 day-schools, in which there were in all some 236 children present; most of these were opened in the evening for the instruction of such as are at work during the day. One of the masters, a very old man, has the endowed school, with an annual salary of 13*l.*, for which 13 children are educated gratuitously. I visited also nine dame-schools, containing 139 children; three schools were dismissed for their vacation. The Countess of Durham has a school for girls at Lambton, whom she partly clothes, but I had not an opportunity of visiting it.

In the town of North Shields, containing a population of between 20,000 and 30,000, collected by the trade at the mouth of the Tyne, and living in many instances in close unwholesome dwellings rising one above the other, on the steep banks of the river, there are two churches, with 3520 sittings, of which 1110 are free. The other places of worship belong to the Scotch Kirk, Wesleyans, Independents, Baptists, Primitive Methodists, and Roman Catholics. The national school for boys, opened early in 1839, was attended on the day I visited it by 178 children; the number on the books was 220; they paid 1*d.*, 2*d.*, and (the upper class) 3*d.* per week; the dimensions are 41½ by 34; the walls are more than 20 feet high: the room is open to the roof. It is fully lighted, airy, and well situated in every respect, standing in an open court. There are seven paid monitors, receiving each about 3*s.* 6*d.* a year, the payment being given in books. Rewards of books are also

given to the best children; the cane is resorted to for serious punishment. The master takes one class each day. His salary is 60*l.* per annum; no house. The first class were taught geography; a map of Palestine, and a map of the world (as I think), hung on the walls. The school for girls in the same building is not quite so large. There were 116 present on the day of my visit, and 140 on the books. The children are taught sewing, and they receive one-fourth of what they earn by their work. They pay 1*d.*, 2*d.*, 3*d.*, and 4*d.* per week; they are punished by strapping on the hand. Rewards in the shape of books and pinafores are periodically given. There are 12 monitors, who receive prayer-books and bibles as rewards.

The Lancasterian school for boys, erected in 1809, is under a Church-of-England master, and the church-boys learn the catechism. The payments are 1*d.* per week. Out of 177 names on the books, 134 were present, 12 were sick, 7 had leave; thus on the day of my visit there were 24 whose absence was unaccounted for. About one-fifth of the children could read well. The master has house, coals, and candles found him, with 50*l.* per annum. The dimensions of the school, 52 by 22. On the floor above is a school of industry for girls. Of these, out of 100 names on the books, 74 were present. Half the children's time is spent in sewing; some of the girls have earned by their work nearly 2*l.* by the time they leave school. There are six monitors at 4*d.*, and one at 5*d.* per month. The first class read the Bible, Sellon's Abridgment, Pinnock's Geography, &c. A register of behaviour is kept for the use of persons applying for servants. The girls receive as rewards, bonnets, pinafores, and tippets; their punishments are double tasks and strapping on the hand. The mistress receives 40*l.* per annum. The cost of the building was about 2000*l.*

There is an infant-school in connexion with the church. Its size is 33 by 15, by about 10 feet in height; there is a small play-ground. The school-room is furnished with prints. There were 86 names on the books, and I think about 55 present on the day of my visit. The children pay 1*d.* per week. The mistress receives 20*l.* per annum.

In 1826 Thomas Kettlewell left 4000*l.* for a school at North Shields, the orphans of seamen to have the preference of admission. A handsome building, capable of accommodating more than 200 children, has been raised. I understood that from 130 to 150 was the average attendance. When I visited it the children were dismissed for their vacation. The boys pay 1*d.* per week. The master, a Wesleyan Methodist, receives about 70*l.* per annum; he formerly conducted a private school in the town. The school is opened in the morning with the reading of the Scriptures; attendance at some place of worship is enforced. A portion of the surplus funds will probably be applied to the clothing of the children.

In the Union School for girls under the management of an Independent there were 150 children present; the number on the books was 190. The payments are 1*d.* per week; the dimensions 50 by 34. The mistress was trained at the Borough-road school for about six months some three years back, and she hopes to revisit her old instructors for a short time next year, with a view to further improvement. Her salary is 40*l.* per annum. On the ground floor of the same building there is an infant-school, the mistress of which (a Wesleyan) has 30*l.* per annum, house-room and coals being found her. She was trained in the infant-school at Newcastle. There were 120 present; the payments 2*d.* per week. There is a small play-ground. The room was well furnished with prints; it is 5 feet longer than the room above. I was told that a school of 300 children attending the Independent place of worship assembled in it on Sunday. In addition to the above I visited eight schools kept by masters in the town of North Shields; one of these was for boys who learnt Latin, the master being a graduate of Trinity College, Dublin; more than 50 boys were assembled in it; there were, in all, 305 children in attendance at the rest. Some of these were gathered into the most unwholesome rooms I visited during my stay in the North. I heard of a Roman Catholic school, but I did not visit it; with this exception, I do not think that any school in the town kept by a master escaped me. I visited two dame-schools; in the one there were 15, in the other 25 children assembled: 1530 was given me as an estimate of the number of children in attendance at Sunday-schools.

In the chapelry of Hetton-le-Hole there was, when the last census was taken, a population of 5887; at present, perhaps, there are not more than 4500, the Hetton Coal Company having latterly reduced the number of their workmen. The chapel contains 500 sittings, 365 of which are free; the average attendance is about 350. There are in Hetton Proper four Dissenting meeting-houses, of which I have received the following statement:—(1.) The Wesleyan chapel, average attendance 160, number of members about 48. (2.) Primitive Methodists, average attendance 200, members in society 75. (3.) Baptist, average attendance 27, members in society 20. (4.) Methodist Secession chapel, average attendance 18, members in society 12. In Easington-lane (a part of Hetton chapelry) there are also four Dissenting meeting-houses, (1.) Wesleyan Methodist, average attendance 240, members in society 85. (2.) Primitive Methodists, average attendance 170, members in society 75. (3.) Methodist Secession, average attendance 14, members in society 8. (4.) Independent, average attendance 80, members in society 45.

The number of schools visited in this chapelry (exclusive of the national school, where boys and girls were separately educated under the same roof) was nine: of these, three were dame-schools:

of the masters two were Primitive Methodists, one was a Wesleyan, and one a Baptist. The charges at the most expensive school ranged from 7*s.* 6*d.* to 1*l.* 1*s.* per quarter, the latter sum being charged for drawing and mensuration. The charges at the rest varied from 3*d.* to 8*d.*, and in one case 10*d.* and 1*s.* per week. The number of children under education in the schools I visited was about 64 at the dame-schools, and 116 at the day-schools; I omitted to count those in attendance at the national schools; I think 128 was mentioned to me as an average number for the boys; the harvest season was then exerting its full influence in reducing the attendance. Almost all the day-schools were opened in the evening for the instruction of older persons.

The national school-room, a slated building of stone, was erected in 1834, at a cost of about 340*l.* It is divided into two rooms of unequal size; that for the boys is 44 feet by 30; that for the girls is 30 feet by 22. The rooms are open to the roof; the height of the walls may be about 14 feet: they are hung with several maps. The children are assembled and dismissed with prayers and singing. The Holy Scriptures are read daily in the classes, and instruction is given in the catechism and services of the church. There are six classes, each with a monitor. There is sufficient accommodation for the children in the church, and their behaviour there is attended to. Rewards of small books are given. The punishments are confinement to the school-house and strapping on the hand. The payments are 2*d.* per week. Some of the children are admitted at 4 years old; the girls stay till 12: the boys are commonly removed at 9 years of age. The books read in the school are small Histories of England and Rome, Sellon's Abridgment, Pinnock's Catechisms of Geography and Grammar, with the Holy Scriptures. The master was trained at the Barrington school, Bishop's Auckland; the mistress, at the Westhoe national school, South Shields. The salary of the master is 26*l.* with three-fourths of the pence of the children; that of the mistress 20*l.*, with the same addition. The Hetton Coal Company subscribe 21*l.* annually to the national school fund; about as much is contributed from other sources. 150 was given me as the number of Sunday-school children in connexion with the church, and 700 was mentioned as the number attending the Sunday-schools attached to the Dissenting meeting-houses in Hetton, in the following proportions:—Wesleyan Methodist 250; Primitive Methodist 350; Methodist New Connexion 30; Independents 70. The Hetton Company divide about 12*l.* annually among these Sunday-schools.

In the village of South Hetton, the population of which may be about 2000, an airy, well-built school-room has lately been erected at an expense of 350*l.* by the owners of the colliery. These have engaged, also, to pay annual salaries of 30*l.* to the

master, and 20*l.* to the mistress, the scholars paying a small additional sum per week. There are two rooms, each 30 feet by 22. This village is one of the few places where the colliery-owners have exerted themselves to procure church accommodation for their labourers. At the time I visited the place there were two dame schools and two common day schools, which were attended by about 130 children, whose payments varied from 2*d.* to 6*d.* per week.

At Haswell, a village of about the same size as South Hetton, the colliery-owners have built a school-house, divided into two rooms for boys and girls, at an expense of 210*l.* The Church service is read in the school on the Sunday afternoon. Both the master and mistress are members of the Church; the former receives 12*s.*, and the latter 8*s.* per week from the colliery-owners. The Church catechism is taught. The children pay 1*d.* per week for learning to read, and 1½*d.* additional for learning to write. There were 110 boys and 100 girls present on the day of my visit. A night-school is kept in the same building. There is another school in the village where there were about 90 children in a room, which seemed to me about 18 or 19 feet each way.

In the village of Littletown, containing 75 houses, the gratuitous use of the Wesleyan chapel is given by Lord Durham to a lame man, who has been trained to school-keeping from his youth. The children pay from 2*d.* to 6*d.* per week: there were 42 present. In the same village there is a school for girls, where the children pay from 2*d.* to 6*d.*, attended by 12 children; and a dame-school, where the payments were 2*d.* and 3*d.*, attended by 16 on the day of my visit.

In Piddington there are two night-schools, kept by men who are at work during the day, and a dame-school kept by a Wesleyan; in which there were, when I visited the place, 25 children. The mistress said 40 was her average number.

In Lower Piddington there is a school, kept in a room, the gratuitous use of which is given by the pastor of the parish to the master, who lives in the room, which, as I understood, was built for an infant-school. There were 38 children present; no monitors were employed; the scriptures were read daily. The master was not bred to his work. A widow keeps a school for little girls in the same village, at which there were 18 present. The payments at these schools ranged from 2*d.* to 6*d.*

In the small village of Belmont a pitman keeps a night school in the building used for a dissenting meeting-house on the Sunday. There is a dame-school in which I counted 28 children, who, as I was informed, paid 3*d.* and 4*d.* per week.

I visited several other small pit villages, of a population varying from 200 to 600, fair specimens of which are furnished in the four places last mentioned.

Any attempt to form a judgment as to the number of persons

actually receiving instruction in the districts noticed above, from the numbers I have given, will, it is to be feared, lead to fallacious results. For (1.) the inquiry was made during harvest-time, at which season some of the schools are thinned down to one-half, or even one-third, of their average attendance. (2.) Many of those who are at work during the day attend night-schools between the hours of 7 and 9 P.M. (3.) All the churches, and almost all the dissenting meeting-houses, have Sunday-schools attached to them, in which children receiving no instruction during the week learn to read with tolerable fluency and precision. In the Wesleyan chapels alone, within half a mile each side of the Tyne, between Hexham and the sea, more than 4300 children as I am informed receive instruction every Sunday. A more accurate estimate of the quantity of elementary instruction within reach of the colliers may be formed from the paragraphs next following.

Mr. John Buddle was kind enough to transmit, at my request, to the collieries under his mining inspection, some queries relative to the state of education, part of the answers to which will best appear under a tabular form.

Name of Colliery.	Number of Pitmen employed.	Number who can read and write.	Number who can read only.	Number who can neither read nor write.
Wallsend . .	265	145	76	44
West Towneley .	206	100	50	56
Benwell . . .	153	89	29	35
Elswick . . .	127	56	51	20
Backworth . .	92	55	14	23
Total .	843	445	220	178

Of the pitmen employed at Pensher-colliery, it was found that 57 per cent. could read and write, and 31 per cent. could read only; at Rainton-colliery 37 per cent. could read and write, and 43 per cent. could read only; at Pittington-colliery 50 per cent. could read and write, and 35 per cent. could read only.

The results obtained, through the kindness of Mr. John Hedley of Holywell, embrace the families of the pitmen: it appears from these that out of 433 persons connected with the colliery, 185 can read and write. Again, of these 433, 268 are above 14 years of age, of whom 36 cannot read; of the 165 under 14 years of age, perhaps 70 may be taken as the number of infants, and of the remaining 95, 49 are able to read, leaving 46 to be added to the 36 mentioned above, as the number of illiterate persons capable of receiving instruction (about 22½ per cent.)

The returns obtained through Mr. T. J. Taylor of the state of

the pitmen and their families connected with the East Holywell and Earsdon-collieries, with respect to education, are of a more elaborate character; these I shall proceed to give in nearly Mr. Taylor's own words, premising that this inquiry does not embrace the smiths, waggon-men, day-labourers, &c., employed in the works; who are generally, with the exception, perhaps, of the day-labourers, better educated than the pitmen:—

"The return procured was in the shape of answers. to the following queries:—

"1. Name of the head of the family.

"2. Persons above 14 years of age.

"3. Persons below 14 years of age.

"4. Number of the former class who can read only.

"5. Number of the latter class who can read and write.

"6. Number of children who can read only.

"7. Number of children who can read and write.

"8. Number of children at day-schools.

"9. Number of children at Sunday-schools."

And first with regard to East Holywell colliery.

"The return embraces 71 families, containing 385 persons, being an average of 5·4 persons to each family.

"Of these 385, 209 were found to be above and 176 below 14 years of age.

"Of the former class 68 can read only, and about a third of these read very imperfectly; 108 can read and write; 33 can neither read nor write. Of the 176 children, 65 can read, but many of them very imperfectly, 23 can read and write; leaving 88 for the number of infants and those who can neither read nor write. Again, of these 176 children, 66 attend day-schools, and 104 attend Sunday-schools. There are two Sunday-schools at the colliery; one belonging to the Wesleyans, the other to the Primitive Methodists, who occupy the same room (a vacant pitman's cottage) alternately in the morning and afternoon of the Sunday. Nearly all the 66 children in attendance at the day-schools are included in the 104 at the Sunday-schools; therefore 104 may be considered as learning to read, but not more than 66 (if so many) to read and write. The pitmen are now showing a disposition they knew nothing of formerly,—the desire of sending their children to school.

"There are three day-schools within easily accessible distances; one at Earsdon, one at West Holywell, and one (a dame's school) on the spot."

On scrutinizing the above statement, although it must be considered to be more accurate than the generality of such returns, as being founded on the best local knowledge, Mr. Taylor is disposed to rate the condition of education among these pitmen lower than at first sight it would appear to be.

For (1) he considers that the answers to the fourth inquiry,

in regard to the number of adults who can read only, are not to be received with implicit confidence, since 'a man has a disposition to say he can read if he can only spell; the proper test is his ability to read well, and a person who has had time to acquire so much education, has also had time, in most cases, to acquire something of writing. I hold, therefore,' continues Mr. Taylor, 'the answers to the 5th head of inquiry to be true educational tests, the class comprehended under No. 4. being, in fact, those who cannot write their own names.' It must, however, be borne in mind, that many learn to read well at Sunday-schools who never attend day-schools so as to acquire the power of writing.

"Again (2), while the 6th head may seem open to the same objection as the 4th there is this difference, that some of the children may yet learn to write, while the adults never will. But a number of the boys under this head will not learn anything more than they at present know, because it includes those who are sent down into the pits, at 9 years old and upwards, and who are, consequently, not merely unlikely to learn anything more, but, in all probability, will forget much of what they have already learnt.

"(3) In regard to heads 8 and 9, it does not follow that all the children at day-schools will learn to write, nor even that all those at Sunday-schools will learn to read."

The return from Earsdon colliery exhibits nearly the same results. Out of 516 persons, the members of 108 families, there were 299 above and 217 under 14 years of age; of the former class 154 could read and write, 86 could read only, and many of these very imperfectly, leaving 59 who could neither read nor write.

Of the 217 children 30 can read and write, 60 can read only, leaving 127 for the number of infants and those who can neither read nor write.

Again: of these 217 children, there are 84 in attendance at day-schools, but only 51 attend Sunday-schools, there being no Sunday-school on the spot. Comparing now the results obtained from the two collieries, of those above 14, who can write and who cannot; of the 209 at East Holywell colliery 108 can read and write, and of the 299 at Earsdon 154 can read and write, being almost exactly the same proportion; of those under 14 about one-seventh are able to read and write at Earsdon, while not more than one-eighth are in the same condition at East Holywell. Some further observations of Mr. Taylor on this subject will be given in the Appendix (B.)

Through the good offices of Mr. H. Morton, of Lambton, I have been supplied with the copy of a return made last year for the late Earl of Durham, from three long-established collieries on the Weare,—Newbottle, Lambton, and Littletown. From these it appears that, out of 1760 persons connected with New-

bottle-colliery, 1403 were found to be above 5 years of age; of these 693 could read and write, 446 could read only, leaving 364 illiterate persons (more than one-fourth). Out of 905 connected with Lambton-colliery, 758 were above 5 years of age; of these 263 could read and write, 309 could read only, leaving 186 illiterate persons (more than one-fifth). Again: out of 1778 connected with Littletown-colliery, 1455 were above 5 years of age; of these 505 could read and write, 584 could read only, and 366 (rather more than one-fourth) were illiterate.

The details which follow will, I hope, be considered as having reference to the education of the pitmen, in the largest sense of the words; it was my wish to collect all the facts that came in my way which seemed to throw light on their moral and intellectual condition and prospects.

Out of 141 pitmen committed to the gaol at Durham during the year ending with 1st day of October, 1840, 44 could both read and write, 24 could read only; leaving 73 as the number of those who were wholly uneducated. Again, of these 141, 64 were confined for leaving service (*i. e.* breaking the annual contract by which they bind themselves to their masters), 32 for offences under the Vagrant Act (many of which might probably have been ranged under the previous head), 18 on charges of assault, 10 for trespass, 6 for petty felonies (chiefly boys for robbing gardens), 4 for poaching, leaving 7 as the number of those imprisoned for offences not classed under the foregoing heads.

This return, as far as it goes, must be considered, I think, as exhibiting a satisfactory view of the moral condition of a large proportion of the lower orders in the county of Durham. The Northumberland Sessions are, as I believe, proverbially light. The wages of the pitmen are so large (varying from 15*s.* to 25*s.* per week) that they are removed from one strong temptation to crime, and as yet, from the fact of new collieries being yearly won, the amount of population engaged in this way has not equalled the demand made for their labour. Perhaps the above written statement, showing how large a proportion of the offences for which these men are imprisoned are offences against their masters, will suggest to some the inquiry how far it might be advisable to employ one stipendiary magistrate, not influenced by local feelings, as a perpetual assessor at the Quarter Sessions; for with the most thorough sense of the responsibility of their office, and the most anxious desire to deal out even-handed justice, it can scarcely be expected of a body of magistrates, almost all of whom are in some way or other interested in the profits of the pits, and consequently interested in the general results of the squabbles of the men with their masters—that the views taken by them of facts will not be susceptible of some colouring from influences unfavourable to the accused.

Mr. Masterton, the actuary of the Savings Bank at Newcastle,

kindly undertook to search through the books, with a view of ascertaining the number of colliers who had accounts at that time open (Sept. 1840). The result gave 8524*l.* 15*s.* 10*d.* as the sum (exclusive of the interest for the current year) to which 217 colliers were entitled, being an average of 39*l.* 5*s.* 8¼*d.* to each; from which statement it would seem that the contributions came from that class of persons for whom Savings Banks were instituted; but in a district where such large wages may be earned by all the male members of the family, one would expect to find a larger number of contributors. No terms can express too strongly the obligations under which employers lie to cultivate habits of thrift among their workpeople; such pains wisely taken, meet moreover in all cases I believe with a present reward.

The more we succeed in cherishing a proper self-respect in those below us, the more cause shall we find to rely on their fidelity and diligence. As an example of what has been done in this way I shall give, in the Appendix (C), some account of a building society formed among the men employed in the Bishop Wearmouth ironworks, the success of which may induce the employers, who have not as yet turned their attention to this matter, to endeavour to bring about similar results.

Almost every pitman contributes to a benefit club; but a benefit club, when its meetings are held at a public-house, and when its funds are available to maintain the subscribers while striking for higher wages, is by no means an unmixed good. The existence of many of these is temporary: a club is set on foot, offering greater advantages than can be secured by the subscriptions, and its existence can of course be prolonged only until the changes of life have had time to come into full action among the subscribers. Rechabite Tents (or benefit clubs that are available only for those who abstain altogether from intoxicating liquors) have, within the last six years, made considerable progress. Some years ago an offer was made on the part of the coal owners to subscribe a ½*d.* on each chaldron of coals sold, provided the men subscribed one-fortieth of their entire earnings, for the formation of a benefit club on a secure footing. This plan fell to the ground, partly through the suspicion with which the men regarded every proposal made by the owners, and partly through a notion that the relief afforded would deprive those benefited of the right to claim aid from the poor rates. During the great strike in 1831-32, the funds of many of the benefit clubs were divided in equal sums among the shareholders; and men, who had subscribed during many years, received less than twenty shillings, in lieu of all hope of aid in the decline of life. An account of the receipts and expenditure of the collieries belonging to the pitmen's Union Fund at this period fell into the hands of the agents, which shews an amount of more than 19,000*l.* as paid to those who were out of employment. The document is given in the Appendix (D).

Since the year 1831 many benefit clubs have been set on foot, to which the owners of the collieries subscribe, securing to themselves at the same time a proper control over the expenditure.

As far as regards their outward circumstances, perhaps few classes among our labouring population are in a better condition than the colliers of the northern district. After working for eight or ten hours in the pit, they come home to wash themselves thoroughly, and sit down to a plentiful meal.

Their houses are in general clean, roomy, and well furnished. You can scarcely enter one which does not contain a good four-post bedstead, a mahogany chest of drawers, and a clock. Each householder lives rent-free, paying only 3*d.* per week for the leading of his coal. A small plot of ground for potatoes is commonly attached to each dwelling; and large families, if provident, make a bargain with their employers for grass for a cow.

Cases of pulmonary disease occur very seldom, perhaps from the uniform temperature of the mines, and all are vaccinated. During the season of the cholera, however, a larger proportion of the pitmen suffered from its attacks than of the agricultural labourers; a fact which may partly be accounted for by their inattention to diet, most of them being gross feeders; but which is also to be attributed in some degree to the mode in which many of their cottages were arranged in small squares, with very little means for ventilation. In some of the habitations that have been recently built greater attention has been paid to this matter; the cottages being placed in rows, so as to be swept by the more prevalent winds.

The truck system is wholly unknown; but the large wages earned do not keep the majority clear of debt at the shops of the butcher and the grocer.

The pitmen have hitherto been little influenced by political agitations. Reading-rooms do not prosper among them; and, although some sale for worthless and seditious papers is doubtless found amongst them, the publications chiefly circulated are books of piety and devotion. In one cottage I noticed Adam Clarke's Bible, Wesley's Sermons, Milner's Church History, and Leighton's Works. Those who have any deep religious feelings are ordinarily Methodists. The parishes are extensive, and the great tithes are not often in the hands of the incumbents. On the winning of a colliery, a large population is suddenly located in a district which may very probably be some miles distant from the church, the pastor of which may find his charge increased within a few months by some thousands, the families being sometimes brought into the parish by carts, to the number of 500 in a day. The church is almost unavoidably slow in her operations; it requires considerable exertion to raise a consecrated place for worship within three years; but in this time the people must in a great measure have formed their habits, and such as are disposed to listen to teachers will have found them for themselves. An instance

was pointed out to me where, in a few weeks, a population of 3000 had risen up at the distance of three miles from the parish church, the incumbent having to provide additional spiritual superintendence and the means of locomotion out of an income of 75*l.* per annum. A person well acquainted with the district, mentioned 6000 or 7000 as the average number of persons which, in the thickly-populated parishes, fell to the charge of a single clergyman—a disproportion which is greatly increased when we take into account that, out of every 100 clergymen, probably 20 at least, from some cause or other, will not be effective among a population so difficult of access.

Within the last 16 years the attention of the clergy has been visibly drawn to the necessity for raising school houses and unconsecrated buildings for public worship contemporaneously with the introduction of this shifting population into remote neighbourhoods. The owners of collieries are, in most cases, willing to provide their labourers with a room which may be used as a day and night-school during the week, and on the Sunday is opened to one or two sects (and in some instances three) in succession, for the purposes of public worship. But in very few cases does it seem to have occurred to those who derive such large revenues from the soil, that, for a man to be in any sense the spiritual pastor of the people, he must be with them as their adviser and friend during the week as well as a preacher to them on the Sunday.

What hold the Wesleyan ministers have on the affections of the lower classes in the district may be partly estimated from the Paper given in the Appendix (E), which exhibits the circumstances of some 40 Wesleyan chapels within about half a mile of each side of the Tyne between Hexham and Tynemouth. But it must not be hastily concluded that the Church in these districts has not bestirred herself in the education of her children. In the year 1811 a society was instituted for the encouragement of parochial schools in the diocese of Durham, which has assisted in the building of some 150 schools with grants varying from 20*l.* to 50*l.*, and which annually assists several schools with subscriptions of from 5*l.* to 10*l.* for the purchase of books and the maintenance of masters. The present income is about 300*l.* per annum, of which 80*l.* arises from estates. Bishop Barrington, to whose munificence the abovementioned institution is greatly indebted, left also a considerable sum of money for the support of a training-school at Bishop's Auckland, with provision for the maintenance of pupil teachers. When I visited the school there was but one pupil teacher, and the school did not appear to me to be in good order. The master seemed a quick sharp-witted man of sufficient acquirements, but I did not find that he possessed in a high degree the faculty of communicating his knowledge; and from the want of any proper supervision, added to the enjoyment of a considerable income independent of the number of his scholars, he is with-

drawn from the influence of some of those stimuli which are in many instances found to be most effective. A full account of Bishop Barrington's legacy to this school may be found in the Reports of Public Charities.

That more is not done for the education of the poorer classes is assuredly not attributable, as far as I may be allowed to form a judgment in such a matter, to the supineness of the pastors. It was before observed that many of the most extensive parishes are vicarages. In one of those which I personally visited, the income of which is 300*l.* per annum, there is a population of about 30,000 souls. The present vicar has held it for 10 years; during that time two additional churches have been built; and, whereas when he came there were only two services in the parish during the week, there are now 10. For the maintenance of his three curates 90*l.* is contributed from extraneous sources, besides a small sum raised from some pew-rents. One national school-room capable of holding 450 children was opened last year, and subscriptions are now being collected for another, which is to hold 300 more. In another parish in the same district (held for the last eight years by the brother of the gentleman to whom I have alluded above), the total income of which is under 175*l.* per annum, and which extending over an area of 24 square miles contains near 5000 souls, there have been built since 1832 two chapels (one of them six miles from the parish church), and a school-room. For some time two curates were paid 60*l.* each out of the living; latterly one of these has been of necessity discontinued. A horse is indispensable in such a charge; and the entire income of this laborious clergyman, independent of that which arises from his living, does not exceed 100*l.* per annum.

The pitmen have been unfortunately considered by many as a peculiar and impracticable race. The agriculturists dislike them as neighbours. Their amusements, gait, dress, the furniture of their cottages, in fact all that is about them, has a distinct character. They are not immoral. An unmarried man of 25 is scarcely to be found among them; and the first impression that one receives of them is that they are an inoffensive people, attentive to personal comforts, but low in intellectual culture. Their employment, unlike that of other miners, affords but little exercise for the mental faculties, and when in the pits they work with great energy, apparently intent only on returning to the day. Yet some of them have shown a great turn for mathematics, and a few in times past have risen to be eminent viewers and realized large fortunes. Latterly the work of a viewer has been regarded as a profession requiring regular training, and the grades of society are becoming more strongly marked. Within the last 30 years the pitmen, as a body, are doubtless greatly improved. They are more orderly, less drunken, less given to cock-fighting, and other demoralizing amusements. During the disturbances attendant upon the strikes I believe no instance occurred of in-

jury being done to machinery. With regard to education but little seems needed but some encouragement and direction from those above them to make a material change for the better in the present state of the case. Unfortunately the great owners of the collieries come but little in contact with those employed under them; in many instances their houses are removed from the colliery district, and the pitmen are in a great measure left to viewers and agents. Yet, were but proper school-rooms everywhere built, and good masters attainable, the schools would support themselves.

Within the last year an experiment has been tried which there is every reason to believe will prove successful, and the imitation of which, as I hope, may in time become general. At Urpeth colliery the agent succeeded this year, after much contention, in inserting the following clause in the annual binding agreement signed by the workmen:—

"That each able-bodied workman on the colliery for whom a house is provided as part of his wages shall pay to the maintenance of the schoolmaster, in case he have no family, 4*d.* per fortnight, and if he have any family then 5*d.* per fortnight; and, moreover, shall pay 1*d.* per week per child for each whom he may send to school."

There are at present about 70 householders who pay the above sum, averaging about 22*s.* per fortnight, to which if 11*s.* be added for the subscription of each child, a sum of rather more than 40*l.* per annum results for the support of the master, which salary is guaranteed to him by the owners of the colliery. As, however, the calculation above made does not take the holidays into account, about 5*l.* per annum will be actually paid by the owners to make up the deficiency. At West Moor Colliery, five miles from Newcastle, a similar plan has been tried with yet greater success, 486 workmen (many of whom are unmarried) having voluntarily bound themselves to pay 3*d.* per week for the education of the children of the colliery. Each subscriber may send all his children for this sum. The unmarried men will in some instances attend the night-school; for the rest it is hoped that in time a small library will be provided as a reward for their self-denial. Three large school-rooms have been built by the proprietors, one for boys, one for girls, and one for infants. The pitmen have formed themselves into a committee; and during my conversation with them they expressed themselves sincerely anxious that the children should receive a sound scriptural education. The mistresses of the girls' school and infants' school are, as I hope, right-minded and intelligent women; and the master of the boys' school appeared to me one of the best I have seen in the North. The school was opened in August last. It has been stated that during the 20 years that this densely-peopled colliery has been under the management of the present agent, there has been no occasion for calling in the aid of a soldier or a constable; a fact which, if true, is doubtless to be attributed in some measure to the circum-

stance of no shop for the sale of beer to be drunk on the premises being allowed on the property.

The large wages that may be earned at seven or eight years of age (10*d.* per day) makes it desirable (if no legislative interference be resorted to in order to prevent the children being taken into the pits so young) that good infant-schools should everywhere be established; but, as yet, I believe that there are not more than half a dozen of these attached to collieries. It would seem that children were now used for many services formerly performed by lads. For example, in the neighbourhood of Durham, a short time since, a boy of 10 years of age was found running up and down an inclined plane with hods of mortar for the supply of a mason in the place of a lad being employed to climb the ladder; it being found on inquiry that the child's joints were more supple, and that he could be worked cheaper than a lad. If no efforts are made by the Government to rescue such from being the victims of the lust of gain, there is but little prospect that the parents themselves will have sufficient love for their offspring to forego their weekly wages of 5*s.*, paying instead 4*d.* or 6*d.* for their education. But when one considers what a child, a human being, is, how delicately made, how susceptible of influences, whether for good or for evil; and when one takes further into account the difficulties he will have to contend with in his passage through life, his bodily and mental wants, the necessity for watchfulness in the management of his health, and in the assortment of his companions, the value of activity, temper, seriousness, one cannot but be sensible how much of his future weal must depend on the right formation of his habits, the training he receives, even if we regard only this present life. Does it not seem then to be the duty of a State to protect such from the incalculable injury resulting from the careless selfishness of those who in fact find profit in his ruin? If, however, parents should be called on to make a sacrifice of the gains produced by their children's labour, they have at least a right to expect that good schools should be provided for their instruction; schools, I mean, where every faculty of their nature should be called forth, as far as may be practicable, into healthful exercise, by wisely-considered and fitting discipline. Unhappily, the high wages that may be earned by children work ill in various ways. They render the son independent of, and in many instances undutiful to, his parents; and it is no uncommon thing for a lad of 15 or 16, on taking some affront, to take lodgings and shift for himself out of the limits of the control supplied by the family circle.

In the present state of things Sunday-schools are an institution to which the serious-minded will look with the deepest interest. It is true that the instruction given at such schools must be very limited, and the teachers are often very little fitted, by their age and their habits of thought, to dig into the minds of others. In many places pious poor may be found, but what these have, they

commonly are not able (through deficiency of training) to impart to others. But may we not hope that persons of a higher range of understanding, of more thought, information, and experience, will gradually be induced to give their services to the amelioration of the condition of those beneath them? Are not the upper classes becoming daily more sensible of their identity of interest with those whose faculties of labour are their sole inheritance? Are there no signs of a growing sense of the responsibilities men are laid under by superior rank and education? The great want felt through the whole district is that of schoolmasters, men who may be better educated and more systematically trained; but above all, men who may in some degree be sensible of the great trust reposed in them when a parent confides to them the education of his children.

In bringing these remarks to a conclusion I trust, my Lords, that I may be excused for expressing, what I have deeply felt, my sense of the responsibilities of my office,—responsibilities, the burden of which must press the more heavily on one who, like myself, has in a great measure to feel out his way in his attempts to do his work. While I am sure of the general principles by which I ought to be guided, my conceptions of particular matters will, as I hope, be made more clear, more strong, and more correct, in proportion as I have the advantage of larger experience. I have the honour to be your Lordships' most obedient humble servant, (Signed) JOHN ALLEN.

To the Right Honourable the Lords of the Committee of Council on Education.

APPENDIX A.

STATISTICS having reference to the INTELLECTUAL and MORAL CONDITION of the INHABITANTS of the Parish of ALSTON MOOR.

		No. of Scholars.
Town of Alston .	Grammar School	96
	Charity School	118
	School kept by Independent Minister .	11
	Four Dame Schools, containing . . .	110
Nenthead . .	London Lead Company's School . . .	100
	Dame School	30
Nentsberry . .	Dame School	24
Nenthall . .	Day School	38
Garrigill . .	Day School	78
	Dame School	30
Tynehead . .	Day School	33
Leadgate . .	Day School	31
		702

It is computed that about 600 of these scholars attend the Sunday-schools. The Commissioners of Greenwich Hospital subscribe 20*l.* per annum to Alston charity school, and 10*l.* per annum to each of the six day-schools at Nenthead, Nentsberry, Nenthall, Garrigill, and Tynehead.

The Governors of the London Lead Company pay for the education of their workmen's children, with the exception of 1*s.* per quarter, which is paid by the parents. The Hudgill Burn Company endowed Nenthall School with 200*l.*, the interest of which is paid to the master.

There are old endowments of 30*l.* per annum to Alston Grammar School, and 8*l.* 5*s.* per annum to Garrigill School.

Besides the parish church at Alston, affording sittings for about 650, there is a chapel at Garrigill, which will seat nearly half that number. There are 13 places of worship belonging to the Dissenters, of which I have received the following account:—

	No. each is capable of holding.	Approximate No. of Congregation	Number of Sunday Scholars.	
Alston . .	600	350	200	Wesleyan Methodist.
Nenthead .	500	200	126	
Nentsberry .	250	150	70	
Garrigill . .	340	220	160	
Tynehead .	120	70	49	
Leadgate . .	100	40	50	
Alston . .	375	200	140	Primitive Methodist.
Nenthead. .	300	200	100	
Nentsberry .	200	100	85	
Garrigill . .	280	220	..	
Alston . .	450	220	170	Independent.
Garrigill . .	250	30	12	
Alston . .	150	10	..	Friends.

Many of the labouring class contribute to Friendly Societies, which afford support in time of need.

	Members.
Of these the Garrigill Friendly Society numbers	285
London Lead Company	255
Alston Branch of Odd Fellows	260
„ Ancient Druids	120

There are besides, a Widow and Orphan's Fund, a Rechabite Benefit Club, and a Tee-Total Society, the latter numbering about 800.

Three years ago a Mormonist, named Russell, from Canada

deluded some misguided persons into professing a belief in the doctrines he promulgated. In 1837 a Mechanics' Institute was set on foot at Alston; it numbers about 50 members. There is a museum of minerals, and a library of 320 volumes. The periodicals that lay on the table on the day I visited it, were Chambers's Edinburgh Journal, the Mechanics' Magazine, Penny Magazine, Pinnock's Guide to Knowledge, and the Northumberland Mirror.

The average wages of the lead miners in Alston parish have been 12*s*. per week during the last three years. The births have nearly doubled the number of deaths, as will be seen from the following table:—

Year ending	Births.	Deaths.	Marriages.
June 1838 . .	212	110	33
„ 1839 . .	214	106	35
„ 1840 . .	219	129	41

The population of Alston parish was, in 1831, 6858; it may be now about 8000. The above details, collected during the present year (1840), were chiefly communicated to me through the kindness of Mr. T. Sopwith, of Newcastle-on-Tyne. I visited all the schools, with the exception of four, two of which were dame schools. Judging from a very hasty glance, I should rate them higher than the average of schools attended by the children of coal-miners in Durham and Northumberland; but the schools kept by masters in the parish of Alston (with the exception of two in the town of Alston, attended by children of a superior class), have the benefit of regular inspection, the superintendents of the lead-mines being partly intrusted with the payment of the masters. The numbers present in the schools I visited were not so large as those given in the foregoing table, with the exception of those at the Company's school at Nenthead.

As a race the lead-miners are more intelligent than the coal-miners; the employment of the former offers constant prizes to such as are gifted with observation and judgment; their diet is simpler, and their habits more frugal. Many of the workmen and boys attached to particular mines administer among themselves, in a very primitive manner, bye-laws, which act beneficially to the discouraging of quarrelling and drinking; the extreme punishment (expulsion from the district) is generally enforced without much difficulty on account of the small number of persons in whom the proprietorship of the mines is vested. Those in the employment of Mr. Beaumont have been in the habit for the last 150 years of contributing the value of a day's work quarterly to the maintenance of the clergyman, on condition that he should keep the school. At present I believe there is no instance of a clergy-

man keeping a school of this class in the district. In the school at Allenshead (county of Northumberland, 7 miles east of Alston), the clergyman considers it as his duty to visit the school daily, although the entire emolument is paid to the assistant. What advantage is derived from this constant inspection may be partly estimated from the fact, that out of 58 children of both sexes present on the day of my visit, 26 read well, and 38 more read fairly, a proportion which, as far as my experience reaches, is very much above the average. This school was set on foot in 1703.

APPENDIX B.

THE following observations applying the results obtained from the COLLIERIES at EARSDON and EAST HOLYWELL to the entire body of Pitmen, coming from one so well acquainted with their general condition as Mr. T. J. TAYLOR, are too valuable to be entirely omitted:—

"If we knew the entire colliery population of Durham and Northumberland, we might, I think, safely make the condition of these two collieries (Earsdon and East Holywell), with their aggregate of 901 persons, a test of the general educational state. It is indeed true, that partly by the exertions of the owners, and still more by the disposition of their workmen, education is progressing, and that this improvement has, in some measure, a local character, being greater, in a degree, at some other points than at the colonies named, which do not possess any extra facilities of education: still this circumstance does not much alter the condition of the general mass, more particularly as regards the adults, upon whom the change, being recent, has not materially operated. Perhaps we are less widely in drawing general conclusions from local data in the case of pitmen than of any other body of men, because they are, from the nature of their employment, a peculiar race, stamped with the same character throughout, and owing to their custom of removing frequently from place to place at the expiration of their yearly agreement, there is an interchange of them from one colliery to another, so as to bring the condition of the workmen of each nearly or perfectly to the same level.

"We have not any regular returns of the collier population; but calculations have from time to time been made, which lead us to infer that in the coal trade of the Tyne and Wear there are at this time employed *underground* 11,400 men and 8,200 boys; in all 19,600 persons. I exclude from these, as I have already

said, the numerous population employed at bank, or above ground, which amounts to at least one-third part more.

"The above 11,400 men may be held to represent 8,100 families, being five-sevenths of the above. Pitmen marry early; at East Holywell colliery we found only one unmarried man above 25 years of age.

"The number of persons to each family is between 4·8 and 5·4. I shall call it 5·2, which is rather beyond the average of the two, because Earsdon is a colliery to which, for reasons depending on the nature of the mine, large families do not resort. We have then the whole strictly collier population of the great coal districts of Durham and Northumberland equal to 8100 × 5·2 42,120

Of which are adults, being persons above 14 years of age ($\frac{509}{901}$, nearly $\frac{5}{9}$ths)	23,740	
Below 14 years of age ($\frac{392}{901}$, nearly $\frac{4}{9}$ths)	18,380	
		42,120.

"Now, dividing the *adult population* into 100 parts, we have the following results:—

	Per cent.	Per cent.	Persons.	Persons.
1. Those who can read and write		51·6 =	. .	12,250
2. Those who may be called the first class of uneducated persons, being such as can read only, and many of them very imperfectly . .	30·3 =	. .	7,193	
3. Those forming the second class of uneducated persons, being such as can neither read nor write . .	18·1 =	. .	4,297	
Total number of persons who cannot write their own names . .		48·4 =	. .	11,490
		100		23,740

"And, dividing the *children*, being those under 14 years of age, into 100 parts, we have the results as stated below:—

	Per cent.	
1. Those who can read and write .	13·5	2,481
2. Those who can read only . . .	32·0	5,881
3. Infants, and those who cannot read nor write	54·5	10,018
	100	18,380

Attend day schools	38 per cent.
Attend Sunday schools, who however are already included almost entirely in the attendance on day schools, so that not more than 5 per cent. may be considered as added on this account	40 ditto.

"This estimate is necessarily imperfect, but it approximates as closely to the truth as the materials in my possession will permit."

APPENDIX C.

Building Societies at Sunderland.

Between five and six years since 32 workmen in the Bishop Wearmouth Iron Works were induced by Mr. Emerson Muschamp to form themselves into a society for purchasing ground and building cottages for their own use.

The subscription was 2*s.* per week, with an occasional new year's subscription of 20*s.* The cottages having been built as fast as the funds arising from the rents and subscriptions would permit were assigned to the members by lot, each possessor payingrent to the trustees of the building fund until all the members were supplied with cottages, when the society, having accomplished its end, was dissolved. Each of the members are at this time in freehold possession of a cottage, the building of which cost 55*l.*, and which would let at 6*l.* per annum.

A new building society has been organized, in which all the members of the old society have taken shares. This result might naturally be expected from the cultivation of habits of thrift, and from the pleasure experienced in having something in the shape of property to look upon as their own. These men have risen in the scale of society, and, by their living free of rent charge, added to their improved habits of diligence and frugality, their means of saving money are materially increased. Doubtless, moreover, in this case, as in every other, the connexion obtains (to borrow an expression from Dr. Chalmers) between the moral elevation and the economic well-being of the working classes. Mr. Muschamp writes to me that many of the members "have contrived to save money for other purposes, such as setting up an aged parent in some way of business or livelihood, &c."

The new society consists of 120 members, who pay 10*s.* per month. It will be more advantageous to the workmen than the former one, as Mr. Muschamp has made arrangements to borrow the necessary capital so as to purchase the ground and to build the 120 houses at once. The houses are allotted as before, and

each member occupies his house, or finds some trustworthy tenant, until it becomes his own. The money is borrowed at 5 per cent., the houses pay 10 per cent., the profits swell the general fund until the mortgage be paid off, when the trustees having conveyed to each of the members a house in fee, the society will have attained its end, and be dissolved.

Building societies are not in every place regarded with favour; I heard nothing but good of these at Sunderland.

APPENDIX D.

AN ACCOUNT of the RECEIPTS and EXPENDITURE of COLLIERIES belonging to the PITMEN'S UNION, commencing May 27, 1831, and ending with June 23, 1832.

PARISHES.	EXPENDITURE.						INCOME.		
	Paid to Sick, and for Burials.			Paid to those who were out of Employment.					
	£.	s.	d.	£.	s.	d.	£.	s.	d.
Beamish	136	8	8	68	4	4	204	13	0
Black Boy (Auckland)	60	5	0	81	15	0	145	0	0
Derwent Crook . .	79	7	11½	100	2	5½	188	14	10½
Fatfield	288	14	2	414	6	8½	703	0	10
Felling	141	11	8½	83	5	8	229	17	0
Friars Goose . .	91	19	3½	63	11	10	161	7	0
Ganes Field . . .	64	4	5	173	3	2	242	16	6
Gateshead Park . .	62	0	0	46	4	6	119	2	0
Harraton . . .	77	12	7	138	19	7	115	3	2
Haswell	10	0	0	65	11	0	75	11	0
Heworth	114	0	0	89	16	10	206	16	10
Hetton (South) . .	2,060	14	10	794	15	2	2,886	15	10
Hetton (North) . .	296	5	11	237	17	3	527	19	2
Hebburn	146	5	6	146	19	6	388	11	6
Jarrow	380	0	0	41	1	7½	425	7	3
Kibblesworth . .	15	7	0	25	14	6	45	5	9½
King Pitt . . .	36	15	0	12	12	5	52	7	5
Lambton	788	16	1	1,464	0	4½	2,262	8	4
Monkwearmouth .	9	1	10	57	1	1	66	2	10
Mount Moor . .	112	12	6	157	12	1	279	12	6
Newbottle . . .	618	13	1	707	19	1	1,304	6	3½
Ouston	111	13	8	134	12	5	252	13	2
Pittington . . .	399	5	1	696	15	9½	1,117	7	2½
Carried forward .	6,101	10	11½	5,802	1	4½	12,021	19	6

PARISHES.	EXPENDITURE. Paid to Sick, and for Burials.			EXPENDITURE. Paid to those who were out of Employment.			INCOME.		
	£	s.	d.	£	s.	d.	£	s.	d.
Brought forward	6,101	10	11½	5,802	1	4½	12,021	19	6
Rainton	522	8	11	1,964	11	11	2,533	7	7
Shiney Row . . .	164	2	10	768	5	1½	998	14	10
Sheriff Hill . . .	103	8	8	63	7	5½	175	13	3½
Share Gate . . .	57	0	0	105	4	5½	194	3	6
Shield Row . . .	57	18	11	5	0	0	69	10	0
Shields (South) . .	248	13	0	234	8	11	478	1	11
Spungwell . . .	186	3	0	100	11	0	287	3	0
Tanfield Leigh . .	55	15	9½	50	8	10	110	15	1
Team	68	3	6	70	17	3	159	11	0
Waldridge Fell . .	15	12	0	134	16	7	152	17	1
Washington . . .	160	19	3½	128	5	7½	296	5	3
Backworth . . .	202	9	3½	402	14	5	606	11	3½
Benwell	101	3	10	295	5	2	412	12	0
Blakelaw . . .	54	0	1	180	8	7½	183	14	5½
Cramlington . . .	166	19	8	102	8	6½	274	5	5
Cowpen	394	2	2	633	3	9	1,077	8	7½
Earsdon	319	5	7	461	13	1	794	0	10
Elswick	108	12	1	62	11	0	184	0	0
Fawdon	205	13	3	174	4	3	394	4	9
Glebe	75	12	5½	85	11	11	165	19	0
Gosforth	198	14	4	76	14	2	275	8	6
Hartley	284	12	4	105	9	9	396	0	9
Heaton	162	2	1	591	7	11½	777	7	8½
Holywell	138	11	11	428	16	8	592	2	2
Jesmond	54	0	8	134	0	5½	199	0	9
Kenton	207	8	7	40	19	0	288	7	7
Lawrence (St) . .	52	12	3	206	14	3	261	4	6
Percy Main . . .	367	13	1	737	1	3	1,111	17	6
Seghill	131	14	0	642	9	6	781	6	1
Shilbottle . . .	33	9	5	37	2	3	66	5	3
Shields (North) . .	167	18	7½	190	16	10	377	4	3
Wallbottle . . .	292	14	0	489	9	11	683	3	11
Walker	268	17	8	726	11	6	1,001	2	9½
Wallsend . . .	208	6	11	679	3	0	955	6	8
West Moor . . .	241	7	5	736	19	1	978	4	6
Whitley	129	19	6	275	18	0	408	13	0
Wide Open . . .	113	17	8	165	15	5	343	14	0
Willington . . .	265	4	6½	829	16	5	1,108	11	10½
Wylam	120	0	8	292	11	1	312	11	9
Wylam (South) . .	....			3	4	0	3	4	0
Donations from friends	....			98	19	8	98	19	8
Total . .	13,008	12	6½	19,276	12	4½	32,580	18	4½

For this document I am indebted to Mr. John Buddle.

APPENDIX E.

Mr. JOHN REAY, of Carville, kindly supplied me with the following List of WESLEYAN METHODIST CHAPELS, showing what Number each will contain, and the NUMBER of CHILDREN taught in the SUNDAY-SCHOOLS, with the COST of the BUILDINGS, viz.:—

	On the North Side of the Tyne, mostly within half a mile of the River, County of Northumberland	No. of the Congregation	No of Sunday-School Scholars.	Cost of the Building		On the South Side of the Tyne, mostly within half a mile of the River, County of Durham.	No. of the Congregation	No of Sunday-School Scholars	Cost of the Building
				£					£
1	Tynemouth, about	300	60	350	1	Shadwell Street, S. Shields.	300	100	400
2	North Shields .	1,400	220	2,500	2	Chapter Row . .	1,400	250	2,600
3	Chirton . . .	100	30	100	3	Temple Town .	200	150	300
4	Percy Main . .	150	80	120	4	Jarrow	200	100	300
5	Howdon Pans .	300	120	350	5	Hebburn . . .	150	80	200
6	Willington Quay	100	20	100	6	Bill Quay . . .	150	70	200
7	Wallsend . . .	600	400	950	7	Felling Shore .	160	50	200
8	Bigges Main . .	300	150	300	8	High Felling . .	200	120	400
9	Walker . . .	360	150	360	9	Gateshead . . .	1,000	200	2,200
10	Byker	300	60	200	10	Pipewell Gate .	200	40	400
11	St. Anthony . .	200	120	200	11	Team	80	30	60
12	St. Lawrence . .	440	120	550	12	Blaydon . . .	120	60	140
13	New Road, N. C.	1,200	200	5,000	13	Swalwell . . .	300	120	450
14	Brunswick Place, N. C.	1,600	260	5,000	14	Whickam . . .	80	30	70
15	Blenheim Street, N. C.	900	140	3,000	15	Crawcrook . . .	60	30	50
16	Paradise, N. C. .	150	50	180	16	Greenside . . .	180	80	200
17	Bell's Close . .	200	70	220	17	Prudhoe . . .	180	60	200
18	Newburn . . .	180	70	180	18	Hexham . . .	1,000	220	1,000
19	Walbottle . . .	200	80	200					
20	Throckley . . .	50	50	40					
21	Wylam	120	60	150					
22	Corbridge . . .	200	60	200					
	Totals . .	9,350	2,560	20,250		Totals . .	5,960	1,790	9,370

INSTRUCTIONAL LETTER to the Hon. and Rev. Baptist W. Noel.

Committee of Council on Education,
Council Office, Whitehall, July 4, 1840.

Rev. Sir,

The Committee of Council on Education having understood that you are desirous to employ some weeks during the present summer in communicating with the promoters of schools for the working classes in large towns, in order to ascertain, for the information of the Committee of Council, the extent and quality of the existing means of instruction, and the best means of promoting their improvement and extension; I am to inform you that they are disposed to accept the offer of your services.

My Lords request you to visit Birmingham, and to communicate with the Rev. M. A. Collison, the incumbent of Bishop Ryder's church, who has represented to the committee the ignorance and destitution of the district surrounding his church, and solicited extraordinary assistance for the erection of a school-house there. My Lords have directed that your visit should be announced to Mr. Collison, and to the Rev. J. Garbett, the rural dean, who has written to support Mr. Collison's application for aid. The committee request you to ascertain what are the nature and extent of the means of instruction in this district, what resources are available for the erection and support of schools, and whether it may be reasonably expected that the school which Mr. Collison is anxious to found will be permanently supported and efficiently conducted.

While prosecuting these inquiries in Birmingham, my Lords request you to avail yourself of any opportunities which may be offered you for ascertaining the state of the elementary instruction of the poorer classes in that town, by examining schools and collecting information respecting their management and discipline, according to the forms contained in the instructions addressed to Her Majesty's inspector of schools, and by collecting additional statistical information, or examining the correctness of that which may exist.

The great towns of the manufacturing district of Lancashire will probably next attract your attention, and my Lords recommend you to prosecute similar inquiries there. Their Lordships request you to remember that their acceptance of your services for these purposes does not invest you with any authority to enter into and examine schools without the consent of the managers. They trust the importance of your visit will be so recognised as to induce the promoters and managers of schools to invite your visits of inspection, and to offer you their co-operation in ascertaining the state of elementary education in their neighbourhood.

The committee hope you may find opportunities to animate the zeal of the promoters of the education of the poorer classes, to afford them useful information, and to assist them in taking the first steps towards the organization of new schools.

The committee have directed me to furnish you with the enclosed copies of their minutes for 1839-40, and request you to direct the attention of the promoters of schools to the most important parts of those minutes, as containing the regulations by which the distribution of the parliamentary grant is determined, and the principles by which the proceedings of the committee are guided.

My Lords, on your return, will be glad to receive a report of your proceedings, and of the condition and prospects of elementary education in the districts you may have visited.

I have, &c.

(Signed) J. P. KAY.

The Hon. Rev. Baptist W. Noel.

REPORT on the STATE of ELEMENTARY EDUCATION in BIRMINGHAM, MANCHESTER, LIVERPOOL, and several other Towns in LANCASHIRE.

MY LORDS, *Walthamstow, October* 21, 1840.

HAVING been instructed by your Lordships to obtain what information I might be able, on the state of elementary education in Birmingham, and in some of the great towns of Lancashire, I visited Birmingham on Wednesday, July 8, and from that day, till September 8, I continued to prosecute my educational inquiries in that town, and in the principal towns of the cotton district. In those two months I visited 195 schools; of which 42 were in Birmingham, 26 in Manchester and Salford, 52 in Liverpool, and the rest in Stockport, Warrington, Hyde, Ashton, Oldham, Rochdale, Bury, Bolton, Wigan, and Preston; 146 of these schools were day-schools of various kinds; and 49 were Sunday-schools.* Having no authority from your Lordships to inspect any school officially, I owed my introduction to these schools to the kindness of the patrons and of the members of school committees, from whom in general I received the greatest civility, and who were in almost every instance ready to facilitate my inquiries. In Birmingham, Manchester, Liverpool, Salford, and Bury, my investigations were much assisted by the extensive and minute information which has been furnished in the printed reports of the Manchester and Birmingham statistical societies. Their laborious and systematic examinations had collected an amount of facts which it would have been impossible for me to obtain in the short space of

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Appendix I.

time which I could devote to this object: and, both from the statements of various gentlemen with whom I conversed and from the comparison of numbers reported in their pages to be attending at various schools, with the numbers which I myself counted at those schools on the occasion of my visit to each, I was enabled to judge that their reports were favourable to the existing schools. In two national schools, reported to contain 220 boys and 104 girls, I found 170 boys and 76 girls: in another, where the reported number of children was 190, I found 67: another, said to have 94 girls, mustered on the day of my visit 50; and in several other schools I found the actual numbers inferior to the reported numbers.*

The report for Manchester was made in the year 1834; those for Salford and Bury followed in 1835; that for Liverpool was published in 1836; and that for Birmingham was written in 1838. Since the publication of the reports, there has been some increase of schools in each of the towns; but as the population of each town has also grown, the proportion of scholars to the whole population in each of these places cannot materially differ from the proportion which was found to subsist at the time of the reports. They enable us therefore to ascertain, with considerable precision, the proportion of the educated to the uneducated in each of those towns at the present time: and as the towns of the cotton district generally are by no means more advanced in education than the towns reported on, they enable us further to judge of the amount of education in the cotton district generally.

The combined population of these 5 towns is above 685,000: assuming, therefore, that in a healthy state of society the children between the ages of 5 and 15 ought generally to be at school, about 171,250, or one-fourth, ought to be under instruction. But the actual number between those two ages under instruction is only 96,974, so that 74,267 children, between those two ages, are left totally without instruction in those 5 towns alone. †

But as it may be doubted by some persons, whether the whole juvenile population from 5 years of age to 15 can in any state of society enjoy the advantages of education, it may be more useful to compare the numbers educated in these towns with the numbers receiving education in several other countries. The proportion of scholars to the whole population in 6 states of the American Union is said to be as follows:—Maine (1833) 1 to 3; New Hampshire 1 to 3; New York (1834) 1 to 3.6; Massachusetts (1833) 1 to 4; Vermont (1831) 1 to 4; Ohio (1833) 1 to 4. The proportion in 8 countries or provinces of Europe, though not so great, is still said to be as follows,—Thurgovia (1832) 1 to 4.8; Zurich (1832) 1 to 5; Argovid (1832) 1 to 5.3; Bohemia (1833) 1 to 5.7; Prussia (1838) 1 to 6; Baden (1830) 1 to 6; Drenthe (1835) 1 to 6, and Saxony 1 to 6. Thus in 6 states of

* Appendix II. † Appendix III.

the American Union, one-fourth of the whole population is under instruction; and in 8 countries or provinces of Europe one-sixth; and if the children of England are not to be educated less than those of the continental nations, one-sixth of the whole population should be also found in schools here. Upon the first inspection of the statistical reports this indeed appears to have been the case; for instead of one-sixth of the population of the 5 towns, or 114,166, being reported to be in their various schools, there are 122,758 gathered into them. But while the one-sixth reported to be under instruction in these various continental states are all in day-schools, these 122,758 are distributed in different schools in the following proportion,—36,033 attend dame or common schools only; 48,966 attend Sunday-schools only; 10,236 are in superior schools; and 27,523 are in public elementary schools for the working classes.*

In all the large towns of the cotton district which I visited, the Sunday-schools are well attended, and the dame and common schools are numerous: but all of them, with the exception of Preston, are exceedingly deficient in public day-schools.

Ashton-under-Lyne, which had, in 1831, 11,720 inhabitants, and has since rapidly increased, has not one public infant-school or day-school; and the chapelry of Oldham, which, in 1831, contained 50,573 inhabitants, has three infant-schools, and one endowed school for 100 boys, who are nominated from the parish of Prestwick, and various neighbouring parishes, but has not one elementary day-school for the children of the chapelry.

The amount then of instruction in the great cotton towns generally is probably not greater than that in the five towns examined by the statistical societies. One-nineteenth part of the population may be found in dame and common schools only; one-fourteenth in Sunday-Schools only; and about one-twenty-fifth in public elementary day-schools of all kinds.

Having made this rapid sketch of the amount of instruction in the cotton district, and especially in five great manufacturing towns, I beg now to direct the attention of your Lordships to the quality of the instruction thus given.

Of 122,758 scholars in the five towns, 49,413 are instructed in dame and common schools, 22,290 being in dame-schools, 17,123 in common schools; of these numbers 16,245 attend dame-schools only, and 19,748 attend common schools only; and on the whole 13,380 attend Sunday-schools as well as dame and common schools, while 36,033 attend dame and common schools only.†

The instruction received in dame-schools is represented by the statistical reports to be of the most unsatisfactory kind in each of the five towns, as may be seen by the following extracts:—

"Taking into consideration," says the Birmingham Report, "the extreme youth of the children attending these schools, together with the meagre amount of instruction, the total absence of pro-

* Appendix IV. † Appendix V.

perly qualified teachers, and the general impression which prevails among them, that the children are only sent to be kept out of the way, there will be some danger of over-estimating their value, if they are set down, as a whole, as representing much more than nurseries, where children of the working classes are taken care of."*

In Liverpool, "with few exceptions, the dame-schools are dark and confined; many are damp and dirty; more than one-half of them are used as dwelling, dormitory, and school-room, accommodating, in many cases, families of seven or eight persons: above 40 of them are cellars."†

In Manchester "the greater part of them are kept by females, but some by old men, whose only qualification for this employment seems their unfitness for any other. Many of these teachers are engaged at the same time in some other employment, such as shopkeeping, sewing, washing, &c., which renders any regular instructions among their scholars absolutely impossible. Indeed, neither parents nor teachers seem to consider this as the principal object in sending the children to these schools, but generally say that they go there in order to be taken care of, and to be out of the way at home."‡

"In Salford, as was found to be the case in Manchester and Bury, very little instruction is conveyed; in fact, the younger children appear only to be sent thither in order to relieve the parents from their charge."

"Very few of these schools were found to possess more than fragments of books, and in many cases no books were to be seen, the mistress not having the means, had she the inclination, to procure them."

"Order and cleanliness are little regarded, and the children are, for the most part, congregated in close and dirty rooms, in which the whole business of the school is carried on, and where the family sleep. The generality of the teachers are wholly incompetent to the task of instruction, and their ignorance on the most common topics is lamentable."§

The common schools, which are attended by children between the ages of 5 and 14, are represented in the reports to be very little superior to the dame-schools with respect to instruction; and, with respect to ventilation, to be often worse. The Birmingham Report thus speaks of those which are in that town:—"Ventilation is very little attended to in these schools, and, in some, cleanliness is equally neglected. There is generally a much greater number of children crowded together than in dame-schools, and the effluvia, arising from the mass of the scholars mingled

* Report of the Birmingham Statistical Society in the "Statistical Quarterly Journal," April, 1840, p. 32.

† Report on the Borough of Liverpool p. 10.

‡ Report for the Borough of Manchester, p. 5.

§ Report of the Borough of Salford, p. 6.

with the close air exhausted of its oxygen, and unfit for the purpose of comfortable or healthy respiration, under any long continuance in the school intolerable to a person unaccustomed to it. The systems of instruction adopted are of the most imperfect kind; the general principle of by far the largest number is that of requiring the child to commit to memory a certain quantity of matter, without any attempt being made to reach the understanding.... In only 29 out of the whole 177 schools of this class, do the teachers profess to interrogate the children on what they read and learn; ...8 out of the 29 who do interrogate their children, admit that it it only done occasionally, when time and opportunity permit. As in the dame-schools, corporal punishments form almost the whole of the moral training of these establishments."*

The Manchester schools are described thus:—"In the great majority of these schools there seems to be a complete want of order and system. The confusion arising from this defect, added to the low qualifications of the master, the number of scholars under the superintendence of one teacher, the irregularity of attendance, the great deficiency of books, and the injudicious plan of instruction, or rather the want of any plan, render them nearly inefficient for any purposes of real instruction." † According to the reports, the schools of the same class in Liverpool, Salford, and Bury, are very similar to those of Birmingham and Manchester.

From the answers uniformly made to my inquiries on this subject among persons acquainted with the poor, I judge that the great majority, both of dame and common schools, in the Lancashire towns, answer to these descriptions; and the very few which my time enabled me to visit did not contradict that conclusion. In one of these dame-schools I found 31 children, from 2 to 7 years of age. The room was a cellar, about 10 feet square and about 7 feet high. The only window was less than 18 inches square, and not made to open. Although it was a warm day, towards the close of August, there was a fire burning; and the door, through which alone any air could be admitted, was shut. Of course, therefore, the room was close and hot; but there was no remedy. The damp subterraneous walls required, as the old woman assured us, a fire throughout the year. If she opened the door the children would rush out to light and liberty, while the cold blast rushing in would torment her aged bones with rheumatism. Still further to restrain their vagrant propensities, and to save them from the danger of tumbling into the fire, she had crammed the children as closely as possible into a dark corner at the foot of her bed. Here they sat in the pestiferous obscurity, totally destitute of books, and without light enough to enable them to read, had books been placed in their hands. Six children, indeed, out of the 30, had brought some twopenny books, but these

* Birmingham Report, p. 34. † Manchester Report, pp. 9, 10.

also, having been made to circulate through 60 little hands, were now so well soiled and tattered as to be rather the memorials of past achievements than the means of leading the children to fresh exertion. The only remaining instruments of instruction possessed by the dame, who lamented her hard lot, to be obliged, at so advanced an age, to tenant a damp cellar, and to raise the means of paying her rent by such scholastic toils, were a glass-full of sugar-plums near the tattered leaves on the table in the centre of the room, and a cane by its side. Every point in instruction being thus secured by the good old rule of mingling the useful with the sweet.*

Not far from this infant asylum I entered a common school. It was a room on the ground-floor, up a dark and narrow entry, and about 12 feet square. Here 43 boys and girls were assembled, of all ages, from 5 to 14. Patches of paper were pasted over the broken panes of the one small window, before which also sat the master, intercepting the few rays of light which would otherwise have crept into the gloom. Although it was in August, the window was closed, and a fire added to the animal heat, which radiated from every part of the crowded chamber. In front of the fire, and as near to it as a joint on the spit, a row of children sat with their faces towards the master and their backs to the furnace. By this living screen the master, though still perspiring copiously, was somewhat sheltered from the intolerable heat. As another measure of relief, amidst the oppression of the steaming atmosphere, he had also laid aside his coat. In this undress he was the better able to wield the three canes, two of which, like the weapons of an old soldier, hung conspicuously on the wall, while the third was on the table ready for service. When questioned as to the necessity of this triple instrumentality, he assured us that the children were "abrupt and rash in their tempers," that he generally reasoned with them respecting their indiscretion, but that when civility failed he had recourse to a little severity.

There was no classification of the children; and the few books in the school were such as some of the parents chose to send. Under such circumstances the poor man had an arduous task to accomplish; and, not knowing what situations might not be in our gift, he informed us that he would gladly avail himself of any opportunity of quitting an employment to which extravagance alone had caused him to descend.

Schools so conducted can answer few of the purposes of education. They may teach some of the children reading, writing, and arithmetic; while occasionally a favourite scholar, who pays well for it, may learn the elements of grammar, or read a few pages of history. But the mass of the children cannot there learn their duties, nor obtain any useful knowledge, nor become observant or

* Omne tulit punctum qui miscuit utile dulci.—*Horace.*

reflective, nor acquire the habit of self-government, nor be prepared to be wise and good men in after life.

Nearly the whole, therefore, of the number attending these schools must be subtracted from the numbers supposed to be receiving sound instruction.

The next item in the total of 122,758 reported to be under instruction in the five towns, is 48,966 who receive Sabbath instruction only. The whole number of Sunday-scholars in these towns is 79,299, who are gathered into 270 schools, and are taught by 7,518 teachers, the great majority of whom are gratuitous.* It is not a little remarkable that so many children and young persons, engaged for the most part in factories, for 13 hours each day through the week, should be willing to devote their Sunday hours, not to recreation, but improvement. It is yet more remarkable, that in these towns above 7,000 persons, generally young, and often themselves laboriously engaged during the week, should devote their leisure on the Sabbath to this work of benevolence. Nor can I doubt that their labours are of immense value. Many of the children learn to read who would have been without that attainment. Some, by means of the evening-schools attached to Sunday-schools, learn also writing and arithmetic. Numbers of them who, to attain the art of reading, stay long in the school, confirm the habit of attending Divine worship, and of consecrating the Sabbath to religious objects. These, by forming friendships for other well-behaved young persons at school, learn to dislike the society of the coarse and profligate; while some, regarding their teachers with affectionate gratitude, receive their Christian counsels, become devout communicants, conduct themselves respectably in after life, and at length are chosen to be teachers themselves. In the Sunday-schools connected with St. Paul's, Manchester, about 200 teachers and scholars are communicants. At Bolton, a class was pointed out to me in the Sunday-school of the old church, nearly all the members of which attend the Lord's Supper. In the adult school belonging to St. Paul's, at Preston, 71 young persons, either grown up or nearly so, and most of whom could read fluently, were being instructed by eight teachers in the truths and duties of religion. And in several large schools I was assured that nearly all the teachers had themselves been taught in the school.

But, on the other hand, it is to be feared that the mass of children attending these schools are far from obtaining all those great and permanent advantages which are thus reaped by many. Some of these schools are exclusively Roman Catholic, in which the reading of the Scriptures forms no part of the school exercises. Others are devoted to the doctrines of Unitarianism. In some the Sabbath hours, which should be occupied with religious

* Appendix VI.

instruction, are partly spent in learning writing, arithmetic, grammar, secular history, and elocution. In some the majority of children attend no place of worship; and in others, there being no gratuitous teachers, their whole business is to assemble for church, or to go through some reading lesson with the master and the monitors, much as they would do on any other day of the week.*

There are also very serious obstacles to the usefulness of all the remaining schools. More than half of them are in operation for less than four hours in the day;† and much of this time is necessarily occupied in opening and closing the school, registering the names, and putting such vast machines into motion. Many of them have scarcely any discipline with respect to attendance, and the children come or stay away at pleasure. With many of the scholars the main object of coming to school is to learn to read; and in some cases the teachers seem to forget that they ought to have higher ends in view. When this is not the case, many of the teachers, being very young, and having never been at any day-school, may themselves be very ill qualified; since they very rarely are instructed in the art of teaching either by the superintendents of the schools, or by their ministers.

But the deficiencies of the teacher must materially affect the class; and the more so because the method and course of instruction are often left wholly to his discretion. Often, too, it happens that the scholars working in the same factories with their teachers, and obtaining perhaps nearly equal wages, fail to regard them with that respect which superior station, age, and attainments, would command: further, whatever impressions may be made upon the children's minds in the four hours during which the school is in operation, must in various cases be obliterated by the opposite impressions made by their intercourse with the promiscuous crowds of the factories during 75 hours of weekly labour; and should this influence fail to be sufficiently corrupting, some of the children have the additional misfortune to receive bad counsel and to witness bad example at home. When, on the other hand, parents are prudent and well-principled, their influence is sometimes fatally counteracted by the early independence of the children. Should they, as is frequently the case, be deriving much of their income from their children's labour, it would require more resolution than they may possess to exercise any moral discipline; and the dread of their leaving home, or the certainty that they will despise their counsels, is said to render many the helpless spectators of faults in their children which they have not courage to correct. Under these circumstances, it is not surprising that teachers should occasionally complain that their best efforts are often frustrated: and that many of the children whom they instruct become, on leaving the schools, both immoral and profane. Instruction so superficial

* Appendix VII. † Appendix VIII.

cannot properly be termed education; nor can the children who are taught in Sunday-schools alone—destitute as they are of all secular instruction, untrained by any moral discipline, and, on the contrary, exposed to the most demoralizing influences through the six days of the week—be rightly said to be educated. But of the 79,299 Sunday-scholars in the five towns, 48,966 attend Sunday-schools only. These must, therefore, be subtracted from the number under instruction, if we wish to ascertain the number who are educated. But when to this number is added 36,033 who are taught in dame and common schools only, and both numbers are subtracted from 122,758, who are reported to be under education, there remain only 37,759 of whom it can be said that they are receiving education.

In the next place, as my inquiries extended only to schools for the working classes, I must divide this reduced number into two parts; since 10,236 of these children belong to superior schools, which did not come within my inquiry. When these also are subtracted, there remain only 27,523 children collected into all sorts of public schools for the children of the working classes.

These schools are of three kinds—infant, juvenile, or evening: the infant-schools receive children from two years to six and seven; the juvenile-schools receive those who are above six or seven; and the evening schools are opened for those children or young persons who, being engaged during the day in manual labours, cannot attend the daily schools: 4,273 infants attend the first class of schools;* 20,004 children attend the second class; and 3,246 young persons are instructed in the third.†

Infant-schools, if they only rescued young children from an exhausted atmosphere and a wearisome confinement, from their own fretfulness and the irritation of their gaolers—if they did nothing but contribute to their health and cheerfulness—if they were only safe and comfortable asylums when their parents are obliged to leave home for their daily employments—would be most merciful institutions: but they do much more than this; since many of their little inmates learn the first rudiments of arithmetic, acquire the art of reading, are taught to observe and reason on what is around them, and receive the first lessons of religion and morality. The evening schools also are useful to those young persons whose education, having been neglected in their early childhood, are anxious to add to the art of reading the power of writing and the knowledge of the first rules of arithmetic. But infant-schools can only be regarded as the commencement of education, since children leave them at seven years of age, while they are still infants; and the evening-school, which only affords instruction for four hours in the week, and that when the scholars

* This number includes 68 children in three private infant-schools at Birmingham.

† Appendix IX.

are jaded with 12 or 13 hours of toil, cannot educate those who attend it. The only schools, therefore, in these five towns in which anything which can be termed education, even in the most limited sense of the word, is imparted to the children of the working classes, are the public day or juvenile schools, containing 20,004 children; and I now beg to lay before your Lordships some remarks upon the quality of this education.

To estimate rightly the state of our elementary schools, it is necessary to bear in mind some of the chief objects of the education of the people. These are to make them, under the blessing of God, happier and better; or, in other words, to make them well-informed, intelligent, industrious, moral, and religious.

It would be a great mistake to point out to children instances of persons raised by successful industry, or by remarkable talent, to dignity and wealth, as illustrating what education may do for them. This, with respect to the greatest number who never can so rise, would form in them expectations which must be disappointed. What is worse, it would give them false views of a life of labour. Our Lord, by becoming a poor man, has taught us that lowly stations are honourable when connected with wisdom and with piety; and every day's observation may show us how much of genuine happiness may be found in them. We have, then, to teach children, not that they should seek to raise themselves above the necessity of labour, but that labour, which is the appointment of God, and while it secures the health also strengthens the understanding, is consistent with the greatest enjoyment of life; that, supplying a nation with all its comforts, and being the source of its opulence and strength, it must be creditable to individuals; and that a man of intelligence, wisdom, and moral worth in a cottage has more true dignity than a sensual, selfish, ignorant, and irreligious man, though he should be the owner of a palace. But, while education is not meant to raise the working classes above their condition, it may greatly multiply the comforts which they enjoy in it. It may preserve them from exchanging light, clean, and cheerful cottages for comfortless cellars; it may give them better clothes, better food, and better health; it may deck their windows with fairer flowers; spread cleaner linen on their tables, and adorn their dwellings with more convenient furniture. While it may enable a few, by superior attainments, to fill higher situations with credit to themselves and with advantage to their employers, it may enable many to turn to account the advantages of their humbler situations. It may teach them how to gain and how to spend; it may secure to them employment, and save them from waste; it may hinder them from sinking into abject poverty, or should they, by the force of adverse circumstances, be brought into trouble, it may so multiply their intellectual resources, and nerve them with so firm a courage, as may enable them again to rise above it. By increasing and elevating their domestic affections it may invest

their homes with an undecaying charm; by inspiring them with a thirst for knowledge it may provide rational and ennobling amusement for their hours of leisure; and by both these additions to their spiritual existence may rescue some from spending their evenings idly in their chimney-corner in mere vacuity of thought; and others from resorting to the public-house for the pleasure of talking obscenity and scandal, if not sedition, amidst the fumes of gin and the roar of drunken associates. Good principles, good sense, and good manners, the fruits of education, may give them the honest satisfaction derived from the respect of all their neighbours. By its aid they may learn to think so soundly, and to weigh evidence with so much acuteness, that the wild doctrines of a licentious infidelity may shock their understandings as well as revolt their hearts. And thus placed beyond the reach both of superstition and profanity, they may be led to seek and enjoy, through faith in Christ, the favour and the blessing of God. Education may thus raise the character of their enjoyments through life, and teach them, in the well-founded hope of happiness beyond the grave, to meet death with tranquillity.

If in this way education may make the working classes happier, it is equally certain that it may make them better; it may teach them to show civility to passing strangers instead of treating them with rudeness; it may accustom them to respect females, and to resent any affront put upon them, instead of making them, as is now often the case, the object of their coarse and insulting merriment; and it may lead them to protect the innocent animals who may labour for the service of men, instead of showing, as the ignorant often do, a fiendish exultation in inflicting pain upon them; it may teach them to master their appetites, to contend with their passions, to resist temptation, and to seek through all their lives that improvement of mind and heart which may only end in the moral and intellectual perfection of a better state. By it they may be taught to obey their parents with cheerfulness, honour them in their words and conduct, and repay their kindness with gratitude; to behave with courtesy, justice, and kindness to each other; to be just to their employers, careful of their property, and anxious to promote their interests; and sympathizing with the trials of the afflicted, to be ready to do for them all the little services in their power. It may further inspire them with loyalty to the Queen, and with love to their country; raise them above the temptation of a bribe in the exercise of any political rights which they may possess, and separate them from those who would seek any supposed amelioration of the laws by the methods of violence and injustice. Under its influence they may become upright, generous, disinterested, affectionate, and benevolent in all their intercourse with their fellow-creatures; and, as our greatest debt is due to the greatest and best of beings, our Maker, Preserver, and Redeemer, it may lead them to love and serve him, to obey his precepts, to

trust him in their trials, to praise him for every blessing which they enjoy, and generally to glorify him with all their faculties and in all their habits.

Such being some of the objects aimed at in a good education, the means by which those objects are to be secured may be arranged under the two heads of instruction and training. It is the business of the elementary teacher not only to furnish his scholars with as much secular and religious instruction as they are able to receive, but also to train them up in the habits of religion and morality.

Under the head of secular instruction must be included the following particulars:—

1. The children should be taught to read with fluency and precision, to write in a fair running hand without lines, and to work with rapidity and ease any sum in the first and most necessary rules of arithmetic.

2. They should be made in some degree acquainted with their own language, with the pronunciation, composition, and meaning of words, with the elements of grammar, with the simplest rules of composition; and they should be accustomed to express themselves well, by reciting the substance of the lessons which they have read.

3. They should learn something of the objects which surround them, beginning with the nearest and the most familiar. All objects which can be presented to the sight or touch may be usefully employed as the means of instruction. Their own clothes may lead them to inquire into the different kinds of clothing, with all the processes by which wool, silk, and cotton, &c., &c., are brought into use. The little payments which they witness at home and at school may lead the master to teach them the use of money, the value of various coins, and the simplest principles of trade. The school-hours and the days of the week may lead them to notice whatever is most useful to them respecting the division of time, from moments to centuries. They may be made to learn the indications of the hands on the face of a clock, or of the shadow on a sun-dial, the chief phenomena of the four seasons, the names of the months, the length of some historical periods, and especially the time which has elapsed since the birth of our Saviour and since the creation of the world. Their school-room and the houses around them may suggest the uses of clay and stone, of wood and glass, with the various ways in which houses are constructed in this and in other countries. They may be made to measure their school-room, their desks, their playground, learn something of distances, from the inch to the diameter of the earth, and to the distances of the sun and the fixed stars; and then they may proceed to measure planes and solids.

Further, they may be taught to notice the different flowers, seeds, trees, woods, birds, fishes, and quadrupeds of their neighbourhood or county, with the uses of each. If a hill rises near the

town in which they live, it may give occasion of inquiry into the character of the various rocks, quarries, mines, and metals in their county, and in the different countries in the world. If a river flows through the neighbourhood they may be made to trace it on the map to its source, learn how it is formed, into what sea it empties its waters, how far it is navigable, and what is the actual amount of navigation upon it; and thence be led to inquire what other rivers there are in England, Europe, and the world, with their comparative magnitudes, their courses, the mountains from which they flow, and the cities which are built upon their banks. The bread and other vegetables which they eat may lead to an enumeration of the vegetable products of the county, the processes of husbandry, the difference of soils, the use of sunshine and shower, and the effect of various latitudes; whence they may further learn from what countries they obtain tea, sugar, raisins, figs, oranges, and other spices, fruits, and vegetables with which they are familiar A thousand objects round them, chairs, tables, beds, clothes, and carpets, may induce them to examine the principal manufactures of their neighbourhood, the countries from which the raw materials are derived, the processes by which they are worked into articles of such use and beauty, the numbers maintained by that trade, the various other trades of their country, and the use of capital, of machinery, and of labour. The question how their town is supplied with food and furniture may lead them to examine the various modes of conveyance, the use of roads, canals, and railroads, with the numbers of each in England and elsewhere; and this subject may further lead them to investigate the commerce of the nearest sea-port town, its exports and imports, its ships, the difference between wind and steam navigation, the use of the compass, the situations of various foreign countries with which the English trade, and the positions of the great maritime cities of Europe and of the world.

Having thus become familiar with the maps of England, Scotland, and Ireland, of Europe, and of the world, they may next learn the form and magnitude of the earth, its place in the planetary system, and something of the size of the universe of which that system forms a part.

4. Another subject to which their attention may be turned is cottage economy; especially how they may economise—first, in the purchase of fuel, food, and dress; and secondly, in their use. By purchasing in small quantities, and by being compelled, through debt, to go to one shop only for any article which they purchase, the poor are said frequently to lose much both in the quantity, quality, and price of what they buy, so as often to pay 30 per cent. more than would be paid by prudent purchasers. Some also on the verge of pauperism pay immense interest to the pawnbroker for the use of a little money; and numbers consume in beer or spirits, to the injury of their health, large sums which would materially increase their comforts at home.

By becoming acquainted with these and similar facts, children may early learn the folly of drinking ardent spirits, and of running into debt; may be led to exchange the gin-shop for the savings' bank or the provident society; and may study the various contrivances by which the cost of their maintenance may be lessened and their physical comforts be therefore multiplied.

5. Children should be also taught to take care of their health. Many of the poor lose their strength by a meagre and insufficient diet, while they yet find money for intoxicating liquors. Many become sickly by inhabiting cellars which are close, obscure, and placed near offensive drains, when they might obtain at the same cost light and airy garrets. Some, whose occupations are sedentary, injure themselves by never taking sufficient exercise, and others, who work in hot rooms, have their health destroyed by breathing an exhausted atmosphere which is unfit for respiration; while multitudes increase the malignity of every malady which attacks them, by the neglect of cleanliness and the disregard of ventilation. From these mischiefs the working classes may in a great measure be protected, if, while they are yet children, they are made fully sensible how costly sickness is; how it destroys the enjoyment of life, that health is an invaluable blessing, and that cleanliness, temperance, good food, good air, and adequate exercise, are necessary for its preservation.

6. In the next place, the children of the manufacturing districts should know something of the history of their country; by what means it has reached its present opulence and prosperity, the growth of our liberties, the progress of popular education, the principal institutions of the country, the form of government under which we live, the reason and necessity of obedience to the laws, the rights of property which are indeed the rights of industry, and the mutual interests of masters and workmen.

7. To these different branches of knowledge some schools have added drawing, singing, and music; all which studies, besides other advantages, tend to make children love the school and pursue their studies with greater alacrity.

8. In addition to all the other knowledge which they may acquire, girls should especially be taught to knit and sew well, to cut out their own clothes and to make them; and when any number of children in a school are likely to become domestic servants, they should be taught the duties of that employment in detail.

While thus instructed in secular knowledge the children should have such direct religious instruction as they can comprehend; they should be made by their teachers to know the proofs that the Bible contains a revelation of the will of God, the books of which it is composed, their authors, with the times and places where they lived. They should learn the chief facts recorded in its narratives, the situations of the places where they occurred,

and their dates. They should be able to state in their own words the plainest and most important doctrines of the Bible, with proofs from Scripture, and the chief precepts by which their conduct is to be governed; they should be made to remark the chief recorded interpositions of the Almighty, both in judgment and in mercy, as marking the character of his government, or illustrating his divine attributes; and they should be familiar with the various instances in Scripture in which sin led to punishment and in which piety secured happiness.

There is also much instruction of a mixed character, involving equally their duty and their present happiness, which a good teacher would not fail to offer them.

Those things which I have elsewhere noticed that it is the business of education to lead children to do, the teacher must communicate to them repeatedly and in detail. He should detail to them in a thousand particulars their duty to their parents, to their master, to each other, and to their fellow-creatures generally. He should teach them that they must control their angry passions, be kind to little children, attentive to the aged, respectful to females, obliging to one another, and merciful to animals. He should teach them that it is the will of God that they should be temperate in eating and drinking, avoid indecent language, and be modest in all their conduct. He should teach them that it is the will of God that they should be industrious, to maintain themselves, and to aid their parents; that while giving to benevolent objects they should yet endeavour to lay up money while they are young. He should show them that if God has ordained that they should labour, it may make them vigorous both in body and mind; that if he sends them sickness, it is to make them more patient and pious; if he allows them to wrestle with difficulties, it is to form them into finer characters; and that in all emergencies they should depend for their happiness, first, on God, and next, on their own industry, intelligence, good character, resolution, and fortitude.

Thus instructed, the children of a good school are prepared for the moral and religious training which it affords. It is the business of a good master to exercise them as much as possible in all those tempers and habits which he instructs them to cultivate; to lead them to act according to the truths which they receive, and to obey the precepts which they have learned. The violation of any Christian temper, the neglect of any duty, the breach of any Divine commandment, an instance of disrespect to a parent, an act of gluttony, a lie, a quarrel, a petty theft, an injustice towards a companion, or any form of malevolence or cruelty may be the subject of animadversion, and of such mild and considerate punishment as may make the offender ashamed and penitent. On the other hand, all acts of duty, and all instances of Christian principle, generosity, and kindness may be commended and held up to imi-

tation. When the children read the Scriptures the master may see that they do it seriously; when they kneel down for prayer, that they at least abstain from levity; and from time to time he may enforce upon the conscience of each child separately the need of secret prayer, and of devout examination of the Scriptures. A master may further show the children a pattern of all the tempers and habits which he commends. He may call in the aid of parental authority, by visiting them at their houses, not only in sickness but in health, to beg their parents to assist him in the cultivation of their minds and habits; while all these efforts of the master may be materially aided by the patrons and visitors of schools, showing that they take an interest in the intellectual and moral advancement of the children, sometimes by hearing them their lessons, sometimes by addressing them on their duties, and sometimes by visiting them at their houses.

I have now to report to your Lordships how far these objects are effected, not for nearly one-sixth of the whole population of the cotton district in Lancashire, which would be educated if they were in New England or Prussia, but for the one-thirty-fourth who are educated in fact; not for the 108,000 of the five great towns before mentioned, who ought to be in the elementary day-schools, but for the 20,000 who are in them.* And for this purpose I will examine, first, the instruction given in these schools and then the moral and religious training.

The great majority of the patrons and conductors of the national and Lancasterian schools which I visited only profess to teach the children reading, writing, and arithmetic. The knowledge of the English language, natural history, geography, physiology, and the history of their country, are all excluded subjects. Upon none of those could I examine the children generally, because their teachers professed the total ignorance of the children respecting them. If occasionally I heard that Liverpool was an island, that Lancashire was one of the great towns of England, and that Asia and America were chief countries of Europe, I was led to expect this if I heard such grammatical inaccuracies as those contained in the following answers to questions put by me—"Them as is good goes to heaven"—"The men as was gazing up into heaven"—"He drownded the whole world;" these were mistakes which the teacher did not undertake to correct. But, unhappily, many of the schools were very unsuccessful in teaching what they profess to teach. In several of those which I examined many children of the highest classes were unable to read fluently even in the New Testament; words were often mistaken, stops were misplaced, small words

* There are in Prussia 2,278,601 children under instruction, of which number 106,856, or about one-twenty-first part, are in superior schools. According to this rate there should be in those five towns 114,000,—5400, or above 108,000 in elementary schools.

were omitted so as to destroy the sense, and many of the children were unable to spell even short and common words occurring in the lesson.

In some of the girls' schools very few of the children could write, and the writing was very bad; while even in the boys' schools, where more attention is paid to this important art, there were very few boys, and in very few schools, who had attained to a good running-hand without the aid of lines. In several of the girls' schools the children do not learn arithmetic at all. The masters of the boys' schools always profess to teach it, but I found the boys sometimes exceedingly defective in their knowledge of even the earliest and simplest rules. In one national school in a large town and a populous neighbourhood I found only six boys capable of working a short sum in simple multiplication, and five out of the six brought a wrong answer. In another, where 167 persons were present, I found only 12 who professed to understand compound addition: and when I set these a sum in simple multiplication to work separately, one of the 12 brought a right answer, seven brought wrong answers, two worked it so slowly that they could not finish it, and two could not even begin to work it.

But it was in their understanding of the Scriptures, daily read, that I regretted to find the most advanced children of the national schools so extremely defective. Not only were they often ignorant of the principal facts recorded in the Bible, but they could not answer even the simplest questions upon the chapters which they had most recently read. Nor was their religious ignorance lessened by their knowledge of the catechism. I several times examined the first classes upon a portion of the catechism, and I never once found them to comprehend it. Indeed, to those who consider how they generally read the Scriptures and repeat the catechism, their ignorance appears to be a very natural result. Usually the first class reads one or two chapters of the Bible daily to the master or monitor. In the first case they would probably have such short questions on what they read as the general superintendence of the school would allow; in the other none.

It is to the monitors also that the catechism is daily repeated, the class repeating it again and again till the prescribed half hour is completed.

Both in reading the Scriptures to the monitors, and in repeating the catechism, the children showed a marked inattention and weariness, occasionally varied, when the master's eye was not upon them, by tokens of a roguish merriment. With the very best intentions, those who have adopted the system of the National School Society have, in many cases, admitted into their schools nothing for the elder children except the Bible, small volumes of extracts from it, and the catechism; and the effects seem to me most unfortunate. All the books on subjects with which children are most familiar being excluded from the school, that thirst for

variety which for the wisest purposes has been implanted by the Creator in the minds of children, finding no gratification, their faculties are stunted in their growth, and they sink into an inert listlessness. Nothing can exceed the contrast between the eagerness of the children in a well-taught school and the apathy manifested in most of these national schools. But this is not the worst effect of making the Bible the only class-book. Being thus made the medium through which reading and spelling are taught, it becomes associated in their minds with all the rebukes and punishments to which bad reading, or false spelling, or inattention in class exposes them; and it is well if being thus used for purposes never designed, it do not become permanently the symbol of all that is irksome and repulsive.*

On the moral and religious training in these schools I can say very little. In almost all the schools which I examined on this point there was scarcely any such thing.

The children would be punished for breaking the school rules, or if a breach of morality was formally complained of to the master he would probably punish the child for it; but any direct endeavours to bring the children to be moral and religious I could scarcely find. When I asked masters what means they employed for these ends, I could find nothing except the reading of the Scriptures and the repetition of the catechism, in the manner which I have before described. But in scarcely any of these schools do the masters address the scholars on the subject of religion, or even read the Scriptures to them. Very few masters instruct any of the children on religious subjects in the class-room, and scarcely one is in the habit of speaking to the children individually on the necessity of personal religion. Few visit the parents of the children, or know the children's character, or take any interest in them after leaving the school. Indeed that would be nearly impossible. The masters are so frequently changed, either from incapacity, from the lowness of their salary, from their restlessness, or from some other cause, that in most cases it is impossible that any lasting friendship should be formed between them and their scholars.

On the whole, I am obliged to report that most of the day-schools which I examined seem to me exceedingly inefficient. The system on which they teach, confining the children to one class of subjects, would render the ablest master inefficient, and reduce the most intelligent children to listlessness. The masters, who seem generally respectable men, are without assistants, and overwhelmed by the multitude of children whom they have to teach. The monitors, generally boys of 10 or 11 years of age, who have only been two or three years in the school, and have little separate instruction, are almost as ignorant as the classes whom they instruct; scarcely know how to read well themselves, and are utterly

incapable of exercising the intellect of the children on the lessons which they read. Instead of having a plentiful supply of books on all the subjects most likely to interest them, the elder scholars are generally confined to the Bible for their common school exercise in reading, and are ill supplied even with Bibles. To masters so ill qualified the school committees afford but small salaries, and the low salaries hinder able men from entering on the profession of schoolmaster, or starve them out of it when they make it their choice.

The parochial and district ministers of the large towns which I visited, although the most active promoters of the education of the poor, are still so necessarily occupied with the duties of their large parishes and districts that they can seldom inspect their schools, and few laymen enter them.

The children are not visited at their homes, are not known to their ministers, and often before the age of 10, almost always before 12, are removed from school to labour when they have only been two years, or a year, or only six months at school. Under these circumstances it is obvious that the schools must be inefficient. Owing to the energy of the patrons, or the advantage of better systems, some schools have arisen to an honourable superiority to the rest. King Edward's branch schools, and St. Thomas's schools at Birmingham, Christ Church schools at Salford, St. John's schools in Manchester, the Caledonian schools, the Jordan-street school for boys, and the Christ Church school for girls at Liverpool, and the national schools at Warrington, although considerably differing from each other, have all some features of excellence highly creditable to those gentlemen who have rendered them so efficient.

But these are exceptions to the general rule. There are very few of the national schools in which the children do not appear weary and reluctant. Large and airy rooms well lighted are not half filled, though the school-fees are small, and crowds of children are idling in the neighbourhood. This may indeed be partly attributed to another cause. Very few Protestant Dissenters, and scarcely any Roman Catholics, send their children to these schools; which is little to be wondered at, since they conscientiously object to the repetition of the Church Catechism, which is usually enforced upon all the scholars. Multitudes of Roman Catholic children, for whom some provision should be made, are consequently left in almost complete neglect, a prey to all the evils which follow profound ignorance and the want of early discipline.

Notwitstanding, therefore, the above-mentioned instances of benevolent zeal, it must be obvious that before a real education can be extended to all the children of these manufacturing towns, before the working classes, rescued from intemperance and vice, can be taught to improve all the advantage of their position,

before they can think of their country with just exultation, as affording them the best opportunities of self-cultivation, before they can be proof against the delusive seductions of Socialism, before their physical and mental energy can become their country's glory and defence, before they can be elevated to a condition upon which a Christian philanthropist can reflect with complacency, and take their proper place as the most intelligent, cultivated, religious, and cheerful working population in the world, far more extended and energetic efforts must be made to improve them. They must not merely be schooled but educated; not alone be drilled to perform their manœuvres with military precision, but be trained to intellectual and religious habits; parents and children must be thoroughly interested in the matter, the community must be roused to educational zeal, schools must be multiplied and improved, masters must be better and more liberally paid, a larger supply of books must be provided, there must be more vigorous inspection, and much larger funds must be raised than the friends of popular education, hitherto few and timid, have ever ventured to hope for.

If these remarks are correct they appear to lead to the following conclusions:—

1. That, as there are numbers of children who are neither taught in schools nor working in factories, there is a great want of school buildings, and the friends of education will need the help of Government in erecting them.

2. That, as there is a general complaint of the extreme difficulty of getting good masters, the Government should institute training schools in various parts of the country, in proportion to the wants of the community, at which masters may be educated freely

3. That, as the funds of many schools are so low as to prevent the school committees from allowing salaries adequate to retain the services of able men, and from employing assistant-masters, the Government may usefully afford small allowances to those masters, a certain number of whose scholars shall pass an examination satisfactory to the Government Inspector; all public elementary schools which are conducted on principles approved by the Committee of Council being at liberty to invite such inspection.

4. That as no elementary school-books have as yet appeared which are unobjectionable to all parties, the Government might, perhaps, advantageously offer prizes for the best class-books on various subjects, and furnish such class-books at a cheap rate to the patrons and conductors of schools.

5. That, as many uneducated parents are unconcerned about the education of their children, it would, perhaps, serve the cause of education if the Government should offer prizes for the best tracts on this subject, adapted for general circulation among the

parents, and should enable the friends of education to circulate them at a cheap rate through the country.

6. That, as the public are not well informed respecting popular education, just views might be widely diffused if the Government should offer a prize or prizes for the best essay or essays upon this subject.

Having thus presented to your Lordships such information on the quality of the education in the cotton towns as my limited time would allow me to obtain, permit me, my Lords, to subscribe myself your Lordships'

Most obedient and humble servant,
(Signed) BAPTIST W. NOEL.

To the Right Honourable the Lords of the Committee of Council on Education.

APPENDIX.

I.—TABLE of the NUMBER of SCHOOLS visited between July 8 and September 8, 1840.

Place.	Day-Schools.	Sunday-Schools.	Total.
Birmingham . . .	32	10	42
Manchester	20	6	26
Liverpool	38	14	52
Stockport	3	..	3
Hyde	4	..	4
Stalybridge	1	..	1
Ashton	4	..	4
Bolton	6	8	14
Rochdale	4	..	4
Bury	3	..	3
Oldham	3	..	6
Wigan	6	..	6
Preston	15	11	26
Warrington	7	..	7
Total . . .	146	49	195

II.—NUMBER of CHILDREN found to be in attendance at several Schools compared with the Numbers reported by the Statistical Societies of Birmingham and Manchester.

Place.	School.	Numbers reported by Statistical Societies.			Numbers found in attendance.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.
Birmingham	National Schools	220	104	324	170	76	246
Liverpool .	St. Nicholas. .	190	..	190	67	..	67
,, .	St. Mark's . .	..	94	94	..	50	50
,, .	St. John Baptist	185	174	359	89	84	173
Manchester	National School	280	..	280	218	..	218
Bury . .	National School	180	100	280	174	60	234
Total .	9 Schools	1,055	472	1,527	718	270	988

In nine schools the excess of the numbers reported over those found in attendance was 539.

III.—Table of the Numbers of Children under Instruction in Five Towns between the Ages of Five and Fifteen.

Place.	Date.	Estimated Numbers between 5 and 15.	Numbers between 5 and 15 in Schools.	Numbers between 5 and 15 not in Schools.
Birmingham	1838	45,000	21,824	23,176
Manchester.	1834	50,000	33,000	17,000
Liverpool .	1836	57,500	27,200	30,300
Salford . .	1835	13,750	10,650	3,100
Bury . .	1835	5,000	4,300	700
Total . . .		171,250	96,974	74,276

IV.—Table of the Numbers of Children of all Ages under Instruction in Five Towns, examined by the Statistical Societies of Birmingham and Manchester.

Town.	Date.	Present Population.	Number under Instruction.	Dame and Common Scholars only.	Sunday Scholars only.	Superior Scholars	All other Scholars
Birmingham	1838	180,000	27,659	8,180	12,616	2,166	4,697
Manchester.	1834	200,000	43,304	11,512	23,185	2,934	5,673
Liverpool .	1836	230,000	33,183	11,336	3,719	4,080	14,048
Salford . .	1835	55,000	12,885	3,357	6,314	882	2,302
Bury . .	1835	20,000	5,727	1,648	3,102	174	803
Total . .		685,000	122,758	36,033	48,966	10,236	27,523

V.—Table of the Number of Children attending Dame and Common Schools in Five Towns.

Place.	Date	Dame Schools.			Common Schools			Both
		Day and Sunday Scholars.	Day Scholars only.	Total.	Day and Sunday Scholars.	Day Schools only.	Total	Grand Total
Birmingham	1838	816	3,900	4,716	1,007	4,280	5,287	10,003
Manchester.	1834	2,795	4,722	7,517	3,757	6,790	10,547	18,064
Liverpool .	1836	1,145	5,240	6,385	1,057	6,096	7,153	13,538
Salford . .	1835	820	1,543	2,363	1,014	1,814	2,828	5,991
Bury . .	1835	469	840	1,309	500	808	1,308	2,617
Total . .		6,045	16,245	22,290	7,335	19,788	27,123	49,413

Hence it appears that of 49,413 children in dame and common schools 13,380 attend Sunday-schools, and 36,033 do not attend them.

VI.—Table of the Sunday-Schools in Five Towns.

Place.	Date.	Schools.	Teachers.	Day and Sunday Scholars.	Sunday Scholars only.	Total.
Birmingham	1838	56	2,129	4,141	12,616	16,757
Manchester.	1834	86	2,773	10,011	23,185	33,196
Liverpool .	1836	75	1,190	11,649	3,719	15,368
Salford . .	1835	31	826	3,410	6,344	9,754
Bury . .	1835	12	about 600	1,122	3,102	4,244
Total . . .		270	7,518	30,333	48,966	79,299

VII.—In two day-schools which are reported by the Manchester Statistical Society to have 190 boys and 130 girls "required to attend the Sunday-school," I found, at 10 minutes to 10 o'clock on the Sunday morning (that is, 50 minutes after the professed time for opening the school) 32 boys without books, doing nothing, under the care of a monitor about 16 years old; and 27 girls without either books or teacher. Had the teachers been present the schools would have been formed into classes, as in a week-day, and would have repeated the catechism to the teacher or to their monitors, as they had done before on each of the six days of the week, and with the same deadly lassitude which I had noticed on one of those days. Sunday-schools without gratuitous teachers are almost a mere name.

VIII.—Table of the Hours employed in the Sunday-Schools of Five Towns.

Place.	Date.	Number of Schools in operation.			
		3 Hours.	3½ Hours.	4 Hours.	5 Hours.
Birmingham	1838	5	21	14	16
Manchester.	1834	5	24	10	45
Liverpool .	1836	19	49	2	5
Salford . .	1835	7	6	7	11
Bury . .	1835	..	9	3	..
Total . . .		36	109	36	77

IX.—Table of Infant, Day, and Evening Scholars in Five Towns.

Place.	Date.	Infant Schools.	Day Scholars.	Evening Scholars.	Total.
Birmingham . .	1838	803	3,331	563	4,697
Manchester . . .	1834	649	3,566	1,458	5,673
Liverpool . . .	1836	2,205	11,295	548	14,048
Salford	1835	373	1,403	526	2,332
Bury	1835	243	409	151	803
Total . . .		4,273	20,004	3,246	27,523

X.—Notes respecting several Day-Schools visited between July 8 and September 8, 1840.

No. 1.—Present 170 boys: the room will hold about 400. Since January 1 there had been 66 boys admitted. The average time during which the scholars remain is about one year. There was not one boy in the school 12 years old. The only book in use for the upper classes was the Bible, nor were there Bibles or Testaments enough to afford one to each of the boys who were reading them. There were no maps in the school. The children were taught nothing either of history or of geography. Indeed the master, occupied with the superintendence of 170 little boys, one-third of whom had been admitted within six months, could scarcely find time to give any direct instruction to the school, but was obliged to depend on his little monitors, not one of whom was 12 years old. Three out of the six classes into which the school was divided, were sitting, when I entered, without books in their hands, and doing nothing, and so continued for above half an hour. I examined some of the monitors and the first class in Matthew xiii., 1—9, which passage contains the parable of the sower, when the following questions and answers occurred among others of a similar nature:—

Verse 1. By what sea did Jesus sit?—The Red Sea.

Verse 2. What do you understand by a shore?—The whole sea.

How could the multitude *stand* on the whole sea?—The ground.

May the ground on which we are standing be called a shore?—A side.

May this side of the room be called a shore?—(General silence.)

What does a parable mean?—A history.

Is the history of David, for instance, a parable?—(General silence.)

How many kinds of ground did the seed fall upon?—2, 3, 5; (General silence.)

Why did not the birds eat the seed on the stony places as well as that on the way-side?—(Silence.)

What happened to the seed in the stony places?—It withered.

Did the seed itself wither?—No fruit.

Then, it brought no fruit; but what withered?—(Silence.)

What is meant by the seed?—People.

What do you understand, then, by the seed being devoured by the birds?—The Devil takes away wicked people.

What is meant, then, by the four kinds of ground?—(Silence.)

What did our Lord mean to teach us by this parable?—*Them* as is good *goes* to heaven.

On the occasion of a second visit the following questions and answers occurred, when the first class and the monitors were examined in the class-room in their catechism, which is frequently repeated by them:—

Who gave you the name which you received in baptism?—God.

What did your godfathers and godmothers promise and vow for you respecting the pomps and vanities of the world?—All the sinful lusts of the flesh.

I asked what they promised and vowed respecting the pomps of the world?—That I should believe all the articles of the Christian faith.

What do you mean by these articles?—(Silence.)

The articles of the faith mean all the truths of the gospel; will you tell me any one of the truths of the gospel which your godfathers vowed you should believe?—Five were silent, the sixth answered, "The Commandments."

I then asked them some questions on the leading facts in the narratives of the Bible, when they answered as follows:—

Who was the eldest son of Adam?—Four silent; fifth answered, "Abraham."

When the earth became very corrupt what did God do to it?—Five silent, then the sixth answered, "*Drowned* it."

What was the ark like in which Noah was saved?—A temple.

Who led Israel into Canaan?—Moses.

How far did Moses lead them?—Into Galilee.

No. 2.—There were 149 boys present, 230 on the books, and room for 350, 400 had been admitted within the last year. The average attendance of each boy was about six months. There were only 12 boys above 10 years of age. The master had no assistant, and could scarcely give any direct instruction during school-hours. I heard 20 boys read Luke xv., when the following questions occurred:—

Where was our Lord born?—1, Jerusalem; 2, Galilee; 3, Bethlehem.

Where was Bethlehem?—(Silence.)

What other remarkable person had lived once at Bethlehem?—(Silence.)

Who was the first king of Israel?—(Silence.)

No. 3.—Present, 218 boys; room for 300. The books used are those of the National School Society; no maps being allowed. I examined some of the best readers in the class-room in a chapter of the New Testament, when the following questions and answers occurred among many of a similar character:—

In what country was Jerusalem situated?—(Silence.)

What is a Levite?—Gethsemane.

Where is Galilee?—In Judea.

Who wrote the Bible?—Moses.

What other countries are there in Europe besides England?—America, Asia.

No. 4.—A very large school, in excellent order. The children went through their school manœuvres beautifully, but the higher classes had very little knowledge of the Bible, and used no other reading books. I heard a class of monitors read Luke xv., when some of them gave the following answers:—

Who were the Publicans?—1, good men; 2, Pharisees.

What was the chief city of the Romans?—Jerusalem.

What is the difference between a city and a country?—None.

Who were the Pharisees?—Publicans.

Of these monitors, two were unable to do a sum in short division, and the rest were equally ignorant of long division.

No. 5.—210 boys were present. The master has no assistant. When I entered the school was repeating the catechism. I sat down by the little assistant monitor of the lowest class, who was "going nine," and heard the class repeat the catechism. The monitor gave his whole attention to the boy who was answering his question, while all the rest were completely inattentive, laughing, yawning, or looking about. In the course of the recitation one boy was asked "What did your godfathers and godmothers then for you?" to which he replied, "They did promise and vow three things in my name; first, that I should renounce the Devil and all his works, and, secondly, I learn to believe in God the Son," &c. Several mistakes of this kind occurred. When a boy made a mistake the monitor immediately read the answer correctly, and directly passed on to the next question. When they had thus galloped through the whole they began it again, and continued the repetition in this manner till the allotted half hour expired. After this the second class read to the monitor a chapter in the New Testament, when, as the master was much called out of the school into the committee-room to admit new scholars, and transact other business, the children of the class were

all listless, and as the lesson proceeded several were talking to each other. Thirty-two boys of the first class then read to their monitor a few pages of the History of England by the Christian Knowledge Society, when the following mistakes occurred uncorrected by myself (as I was simply a silent spectator) and unnoticed by the monitor. Legate was pronounced lejate, combination was turned into connation, peremptorily into premarily, forfeitures into forfissures, tenour into tenure; and several times, when the boys did not know a word to which they came in the lesson, they dropped their voices, and slurred it over, the prudent monitor retaining a perfect silence lest his own ignorance, both of the sound and sense of the word, should put his authority with the class to hazard.

No. 6.—Thirty-one girls read Mark xii. to their monitor. The noise in the school was so great that as I sat by the monitor I could not hear the girl who was reading in the class. Several children were laughing to each other, others were inattentive; and the only symptom of reverence in the whole class was, that every time the name of our Lord was pronounced the whole class made a short rapid courtesy, occasioning along the whole class an irregular popping down, the effect of which, combined with their undisguised levity, was exceedingly unpleasant. The mistress was occupied in another part of the school.

No. 7.—One hundred and fifty girls were present. While 20 of the best readers were preparing to read to me, one poor girl, not exactly in her place, suddenly, and without warning, received a sharp blow on the back from the fist of the mistress, with a few fierce words, which made her greatly colour. They read pretty well, and answered intelligently the simple questions arising from their lesson; but beyond that they could not go, as the following answers may show:—

In what country do we live?—Europe.

What are the chief kingdoms of Europe?—(Silence.)

What is Liverpool?—An island.

What are the chief towns of England?—London, Manchester, Lancashire.

When further questioned on the great doctrines of the Gospel they seemed to be ignorant of them.

No. 8.—Eighty-four girls present. Twenty-two of the most advanced scholars read to me Gen. vii., which I selected because it was the chapter which they had most recently read. They read pretty well, but gave the following answers to my questions:—

What city did Jesus live in?—Egypt.

(Chapter vi., v. 15.) What is the length of 300 cubits?—300 miles.

How much is one-fourth of a yard?—(Silence.)

How long before the flood did Noah know that it would come?—Seven days.

No. 9.—Fifty girls were present; room for 100. The books in use were those of the National School Society. The writing was bad. The mistress said she thought girls should not learn beyond compound addition in arithmetic, and she taught them no further. Eighteen of the best readers then read to the monitor, making various mistakes which were not noticed by the monitor or the mistress. Several times when a girl hesitated in reading the mistress called out, "Go on, go on, shout out." When several words were wrongly spelt, and nine girls had successively mis-spelt the word "righteous," the poor teacher exclaimed, in a sort of scholastic agony, "Girls, girls, don't be giddy, don't be giddy." But when various simple questions had been put to the class which they were unable to answer, her dismay became complete, and with ineffable anxiety she repeated, "Girls, girls, O girls, shout out, shout out."

No. 10.—I examined the first class in their catechism, which they had been repeating, when they answered as follows:—

What is the first thing which your godfathers and godmothers promised and vowed that you should renounce?—That I should keep God's holy will and commandments, &c.

What are the pomps and vanities of the world which your godfathers promised and vowed that you should renounce?—1. All the sinful lusts of the flesh; 2. The Devil and all his works.

What are those sinful lusts of the flesh which your godfathers promised that you should renounce?—1. The works of God; 2. Swearing and cursing; 3. Believing in God; 4. Using the name of God.

What do you mean by rehearsing the Articles of the Belief?—Believing.

They then read a lesson to their monitor, when the following mistakes occurred; contempsy for competency, resectable for respectable, pains to expense (instead of pains and expense), provincy for proficiency; all which were allowed by the monitor to pass unnoticed.

No. 11.—Sixty-seven boys were present, of which eight formed the first class. As they were working sums when I entered, I set them the following sum in multiplication, 893,574 69. They worked it very slowly, and only one brought a right result. I then examined them in the Church Catechism, which they repeat every day, and received precisely such random and unmeaning answers as those given in No. 10; there not being the slightest indication in one child that he understood any portion of that through which he daily toiled. We then read the first chapter of the Acts, which

occurred as their lesson for the day. Some words were mispronounced, some were omitted, and some were inserted in the place of others so as to destroy the sense of the passage. Before the 23rd verse was finished by the confused and stammering boy the master's patience was utterly exhausted, and as some proper names were still to be mastered by the faltering scholar, he exclaimed to him, "Hold your tongue," and then added to the next boy, "Go on with the next verse." After the chapter was finished I asked them what they had been reading about; all were for a while silent; at length one brighter than the rest said, "The lot fell upon Matthias." This opened the way for other questions, when we proceeded thus :—

What was the lot about?—(General silence.)
Where was Galilee?—1, Part of Judea; 2, Middle of Samaria.
Who were these men of Galilee?—The men *as was* gazing up into heaven.
What country was Nazareth in?—Bethlehem.
How long did Jesus Christ live at Nazareth?—12 years.
What town in Galilee did he chiefly live in?—Jerusalem.

All this while the master, leaving the rest of the school to helpless confusion, and directing his whole attention, like a good general, to the regiment which was in jeopardy, was close by exhorting them with tempestuous looks, and with a voice of thunder, to do their duty. "Come, make haste," "Speak up you silly fellow," "Why don't you boys tell," with similar stimulants, formed an undersong to the whole lesson, and made me simplify my questions and reduce their number, lest I should expose the unhappy stammerers to a whirlwind of indignation upon my leaving the room.

No. 12.—Present 101 girls; very clean and in good order. Twenty-five girls in the first class read to me the 17th chapter of the First Book of Kings; in the course of which examination Cherith was said to be a country through which the Jordan flowed; Ahab was termed a prophet; and much other similar information was afforded. Eleven of these children had been in the school three years; seven of them were above 12 years old, and they had read no book in the school except the Bible.

No. 13.—The mistress accounted for the fact that none of the girls learned arithmetic, by stating that in her opinion it was unnecessary for them. The writing in the few copy-books exhibited was extremely bad, and yet it had already conferred distinction on the young writers, for, said the mistress, "As many as writes comes into the first class." The school being a national school, the only books in use were those of the National School Society.

The cost of building a cottage is from 35*l.* to 50*l.* The land, generally a piece of uninclosed common, is granted for three lives, on payment of a small high-rent to the lord. The rest of the dwellings for the mining class have been erected for the most part by persons in trade, belonging to the large mining villages or to the neighbouring towns. The accumulations by all classes, due chiefly to mining prosperity, are further indicated by the deposits in the savings' banks of the county, amounting in the aggregate to 281,541*l.*, at least two-thirds of which are said to belong to individuals now working, or who have worked, in the mines. Although these circumstances may afford an inference that the characteristic pecuniary condition of the mining class is one of ease, nevertheless there are not wanting numerous instances of severe privation, and occasional periods of distress.

A feature not less favourable than their physical condition is that of the general intelligence of the mining population. Those who have the best opportunities of observing, remark the apprehensiveness they display on all occasions requiring the exercise of that quality. Clergymen, strangers to the county, find that their addresses from the pulpit are readily understood and commented upon by the labouring classes. Men of science bear willing testimony to the skill and talent exhibited by the working miners in relation to their various occupations. Every stranger who comes in contact with them is disposed to the conclusion that the intellectual capacity of the class of miners in this county reaches a standard above the average of a labouring population. This result seems to flow principally from their mode of life, from the distribution of their hours of labour, and from the constant and insensible education of circumstances, derived from the nature of their daily employments.

Of learning acquired from books they have very little. A large proportion of the adult male population is unable to read; a still larger is unable to write; and very few of the females, young or old, can do either. Nor can it be said that an appreciation of the value of more instruction for their children, than they themselves received, is very great or general; or that in those cases where they admit its value, they are prepared to make much sacrifice to obtain it. Nevertheless an improvement to a certain extent is said to have taken place in the prevalent feeling.

The portions of the three districts which I selected as the particular field of inquiry into the number of schools and the general state of elementary education, consisted of the parishes of Tywardreath, St. Blazey, Gwennap, Redruth, Illogan, St. Agnes, and St. Just, containing most of the chief mines in the county, and an entire population supposed to amount to about 52,000.

From various sources of information, but chiefly from inspection of, and extracts from, the rate-books of these parishes, I am led to estimate those engaged in mines, and their families, at two-

thirds of the whole, the rest of the inhabitants being chiefly engaged in agriculture, professions, and trade. Some few schools and mines in the neighbouring parishes also demanded attention.

The parishes above specified contain 37 common day-schools. Of these I visited 32; the rest being remote, and too small to require a special visit. Regular books of admission not being kept in many of these schools, I received in most cases from the respective masters and mistresses the following account of the total numbers and the average attendance:—

COMMON DAY SCHOOLS.

Parishes	Common Day-Schools for the Elementary Education of the Working Classes.	Number stated as frequenting them.	Average attendance.			Population in 1831.	Estimated Population in 1840.
			Boys.	Girls.	Total.		
Tywardreath.	2	69	51	8	59	2,288	4,500
St. Blazey...	3	155	120	20	140	2,155	4,500
Redruth	3	136	110	10	120	8,191	8,000
Gwennap and St. Day	10	486	240	215	455	8,521	12,000
Illogan.....	8	392	190	115	305	6,072	8,000
St. Agnes...	6	325	205	80	285	6,642	8,500
St. Just	5	315	170	80	250	4,667	6,000
Total ...	37	1,878	1,086	528	1,614	38,536	51,500

It cannot fail to be a subject of regret to all persons interested in these respective parishes, that out of so large a population only 1086 boys and 528 girls should at the present time be receiving the benefit of instruction in the common elementary day-schools of the working classes.

It may be worth while to endeavour to approximate to the numbers who, in the midst of this population, are growing up without such advantage as may be received from these schools. The number of children between the ages of 5 and 15 may be taken at one-fourth of the population. The following, therefore, will be the result:—

One-fourth of 51,500		13,000
Deduct, children of the higher and middle classes, also children of the labouring classes sick, or prevented by casualties from attending, say one-third . .	4,333	
Carried forward	4,333	13,000

Brought forward	4,333	13,000
Out of 900 children estimated, after various inquiries, as frequenting small dame-schools in these parishes, those above five years old, able to read, knit, and sew, amounted to	250	
Average numbers stated as frequenting the common day schools in the parishes enumerated	1,614	
		6,197
Estimated number of children between 5 and 15, not attending the common day-schools in the parishes above-mentioned . .		6,803

It cannot be doubted, that even allowing considerable latitude for any further deductions which a consideration of other circumstances not taken into the above account may suggest, the number of children who in these several parishes are without any daily instruction is very great. It is probable, indeed, that many who are between the age of 10 and 15 may at some time or other have attended, for short periods, either the dame-schools, or the common day-schools in their neighbourhoods; the age of 10 being that at which they usually go to work at the mines. It is obvious, however, that little can have been learnt at that age, and that when the habit of learning is thus early interrupted, nothing of much value will be retained.

If the children of the labouring classes now attending these day schools are few in proportion to the whole number of an age for education, and if the time allowed for it by the parents of those few is short and inadequate, still less are the methods pursued by 27 out of 32 masters and mistresses whose schools I visited, or the books and apparatus used, such as to afford any reasonable hope that instruction of any permanent value could be imparted to more than a small number of their pupils, even if they remained much longer at school than is now the custom. By all these 27 the old system of teaching is pursued, and the books in use are those ordinarily accompanying it. The payments are so low and irregular that good class-books cannot be afforded by the master. Whatever books are used, are provided by the parents. Being themselves generally unable to read, the cheapest seem to be considered to have the most merit. A fragment of a Testament, and a small spelling-book, are the ordinary store; for the few more advanced, the Bible, and the elementary books of Pinnock, Murray, and Goldsmith.

The school-rooms were in general found to be light, and clean, and sufficiently provided with desks, but in most instances close and ill ventilated. The terms of payment ranged from 2*s.* to 5*s.* 6*d.*, and 7*s.* 6*d.* per quarter. Of the masters, the great majority had either been hurt or had lost their health in the mines, or had been unsuccessful in trade or other occupations; but their qualifications appeared in most instances to be respectable, and their

demeanour towards their pupils mild and conciliatory. Nevertheless it must be confessed that they cannot be regarded as possessing, either in their own resources or in the methods they pursue, the capability of effecting, to any desirable extent, the mental and moral improvement of those under their charge. About half belonged to the Established Church, one to the denomination of Independents, one to that of Baptists, the rest to the different sections of the Wesleyans. Nine follow the system of the National Society somewhat modified, one that of the British and Foreign Society. With respect to the use of catechisms in many of the schools conducted on the old system, either the Church or the Wesleyan Catechism was taught, according to the wish of the respective parents.

In the greatest number of these schools comparatively few boys had advanced in arithmetic as far as the rule-of-three. Still fewer had learned anything of grammar, English history, geography, mensuration, or linear drawing, subjects which almost all the masters professed to teach. In 19 schools, boys and girls were instructed together. In eight they had separate schools. In almost all, the amount of instruction, which seemed to be thought requisite for the girls, scarcely passed the boundary of the merest elements.

It is gratifying to be able to turn to a few schools in which a somewhat superior quality of elementary instruction is attainable, and where some approach has been made towards more efficient methods.

In the boys' school at the village of Illogan, the scriptural and catechetical lessons are made to consist of much more than mere reading and repetition. The due exercise of the understanding seems to be kept very constantly in view. Maps and a few books illustrative of Scripture are used to assist the apprehension, and to awaken greater interest by giving clearer perceptions. Occasional lessons in geography, in the elements of astronomy, on physiology, on metals and minerals, flowers, and other subjects of natural history, tested afterwards either catethetically, or by writing, enlarge the circle of ideas and arouse curiosity. The "Instructor," published by the Educational Committee of the Society for promoting Christian Knowledge, the first reading book, and books from the school library are used. Maps are drawn on the black board from memory; also on paper. The black board is used for drawing and illustrating geometrical figures and simple objects of natural history or of art. Grammar is attended to. The arithmetic frame is in use for beginners. Some few boys had gone through Bonnycastle's Mensuration; others had begun simple equation and Euclid. None were above 13 years of age. The master, having some assistance, is enabled to devote more individual attention to the intellectual progress of the higher classes. The manner in which the books of the school-

lending library are sought for by those still at the school would seem to indicate that a taste for reading had been to a certain extent created. Some boys who had left it have returned to ask for books. Most of the boys who had passed through the school are now at work in the mines. Six have become assistant schoolmasters. There is also a lending-library for adults, consisting of 280 volumes, which is stated to be fairly supported.

At Trevenson, in the same parish, a smaller school, conducted on a similar plan, affords more limited, but perhaps proportionate results. The black wall is here used by the younger children for their arithmetic lessons and for diagrams. Drawings of machinery afford objects and illustrations for oral lessons. In arithmetic the practical application of one branch of the elementary education of the labouring classes is recognised in the use of exercises copied from "mine bills," or calculations of the value and apportionment of ore, and the value of various kinds of contract labour.

The children of these two schools, and of three girls' schools in the same parish, have enjoyed the advantage during the last year of receiving instruction in singing from a properly qualified master, who is gradually training them to sing by note; several of the pieces contained in Mr. Hickson's Manual have been learnt. One of the many good results which may be reasonably anticipated from this valuable accessory to education is already becoming visible in the improved psalmody of the parish church.

To both these boys' schools is attached the very desirable addition of a piece of garden-ground, part of an adjoining field divided into plots of a perch or two each. The boys are encouraged to work on their allotments for an hour or upwards each day, after their dinner-hour. Many, consequently, bring their dinners with them, by which means, in addition to the advantage of learning something of cottage-gardening and the useful practical lesson of well-regulated and orderly labour, they are kept during the entire day under the eye of the master, and thereby receive more effectual guidance in the regulation of their habits and conduct.

The expenses of these five last-mentioned schools, with their excellent accompaniments, are chiefly borne by a noble lady, the daughter and successor of a late noble lord,* to whom two public testimonials have been erected by the county, to commemorate a life devoted to every object by which either the general interests or individual worth and happiness might be advanced and secured.

The British and Foreign Schools at St. Agnes were well provided with requisite apparatus, partly at the cost of the master, whose attainments are very creditable. His school consists of

* Lord De Dunstanville.

about 70 boys, chiefly between 9 and 12, a few are between 12 and 13: 6 were learning underground dialling; 15 had proceeded some way in mensuration, and had learnt the use of the globes; 6 were learning decimals; 36 English grammar; 1 was in algebra, and was able to calculate the power and duty of a steam-engine. Maps are drawn with neatness and accuracy on paper, and simple objects on the black board. It is to be regretted that there is a probability of this school being discontinued in consequence of its not receiving adequate assistance and support.

Two schools remain to be mentioned, in which a somewhat higher grade of instruction prevails.

The school at Trevarth, in the parish of Gwennap, was set on foot in 1835 by subscription of mine-agents and others, who wished to secure near their own residences the means of enabling their children to acquire the rudiments of such scientific knowledge as bore particularly on mining operations, and at the same time to receive somewhat more of general instruction than could be obtained at the ordinary day-schools. In addition to the common elementary books, Chambers's Sciences and Nesbit's Mensuration are used, dialling, mapping, linear and perspective drawing are practised. French and Latin are also taught. The school appeared to be carefully conducted. The number on the books was 58.

A preparatory mining-school, near Camborne, was opened in April last, by a master whose skill and ingenuity in respect to scientific subjects connected with mining have obtained for him several prizes at the exhibitions of the Polytechnic Society of the county. The instruction offered consists of the Elements of Euclid and algebra, the principles and practice of underground dialling and projection, land-measuring and mapping, architectural geometry, drawing, and tinting, Benton's or Mosley's Course of Mechanics, with linear drawings for engineers, and a series of problems and tables for the miner, mine-carpenter, smith, timberman, and pitman. Calculations by decimals appeared to be usefully blended at an early stage of progress with common arithmetic, of which the principles were sought to be impressed as well as the rules. Short methods of calculating circular and solid contents had been worked out, and were used by the pupils. The usefulness of this school was limited by reason of the master being unable, under his present arrangements, to devote to it more than a portion of his time. It is to be feared also that the terms, with the exception of those for the most elementary subjects, will be found to be above the ordinary reach of the working miner.*

There can be little doubt that the resources of a considerable

* See a further notice of this school, Appendix III.

proportion of the mining class would enable them to give to the existing schools which possess any merit a greater degree of support than they receive. The present average rate of wages per month may be gathered from the following accounts obtained from mines where the averages are carefully made up:—

ESTIMATED RATE of WAGES per MONTH.

Estimated Proportionate Numbers employed, expressed in Parts of a Hundred.	Eastern District.			Midland District.						Western District.			Average.
	£.	s	d	£	s	d	£	s	d	£	s.	d	
30 Tributers . . .	3	11	7	2	15	0	3	2	0	3	0	0	
20 Tutworkmen .	3	1	11	2	12	6	3	0	0	2	10	0	
10 Surface-Labourers . . .	2	2	0	2	5	0	2	3	0	2	2	0	
25 Boys	0	17	10	1	8	0	0	13	0	0	15	0	
15 Females . . .	0	14	0	0	18	0	0	12	0	0	13	0	
100													

But a statement of averages can afford only an imperfect idea of the actual pecuniary condition of a large portion of the working miners; and in estimating their capability to support schools, the fluctuating nature of their resources must be borne in mind as a leading element of the calculation.

The most numerous adult class is that of tributers. They are employed under ground in extracting the ore, when discovered, and in reducing it on the surface to a marketable state. For this they receive a per-centage on the produce of the ore when sold. Their life is one of continual speculation, and their success depends on the judgment they form of the quantity of ore which the lode is likely to yield—of the quantity they may be able to extract during the period of their bargain, usually of two months' duration—of the cost of rendering it merchantable, the probable quantity of pure metal which it will yield per ton, and the probable price of pure tin or copper in the market at the time when the ore will be offered for sale.

Although the average rates of wages taken for periods of six months or a year may be as above stated, the fluctuation from month to month, and the difference in the earnings of different individuals, will probably be very great. Many of the tributers of a mine, having a favourable opinion of their ultimate prospects, may continue to renew their bargains, although gaining very small sums for many months together. Others may at the same time be receiving large returns, the fruit of similar perseverance. The general average may consequently be high, if made

up of these different sums; but it would afford a very fallacious index of the general condition. An inspection of the tributers' monthly accounts in any large mine would show, perhaps, almost every degree of fluctuation, from under 20*s.* per month, to above 20*l.* or 30*l.*

It occasionally happens that from 80*l.* to 100*l.* are gained by a tributer in the course of two months.

The tutworkmen, who perform contract work, are the next most numerous class of adult labourers. They are employed in sinking shafts and driving levels for the discovery of the ore. Their contracts are also usually for two months. They are paid by the solid fathom. Their earnings are not so great as the tributers; neither, although more regular, are they exempt from fluctuations, caused chiefly by their meeting with rock varying in hardness in the course of executing their contracts. The accounts of 87 tutworkmen in one mine, for one month, which may be taken as a fair sample, show variations in the rates earned from 1*l.* 15*s.* to 4*l.* 18*s.* per month.

But the money-wages of both these classes of labourers are sometimes aided to a considerable extent by other sources. Among the most important is the opportunity of cultivating potatoes in the fields of neighbouring farmers. A natural allotment system has thus sprung up, which proves beneficial to both parties. The miner obtains a stock of potatoes, without, in general, any money-payment; the farmer in that case allotting a perch of land for each load of household manure furnished by the miner. The latter plants and draws the crop, the farmer preparing the land and carting the manure, of which he has the benefit for the corn crop of the following year. The number of perches which a miner can thus secure depends usually upon the quantity of manure he can collect; and this again greatly depends on his facilities for cutting turf or furze for fuel, of which the ashes form the staple of the manure. Those who are most careful will endeavour to cultivate from 30 to 60 perches, which, in ordinary years, at two Winchester bushels to a perch, will supply their families for some months; enabling them also to feed a pig, perhaps two, and to reserve seed for the year following. The garden also, attached to at least four-fifths of the cottages, is in general fairly cultivated. The labourer in this county derives also another great advantage from the abundance and cheapness of fish, chiefly mackarel and pilchards, of which he obtains a yearly supply to salt. These, boiled with potatoes, make a part of the daily consumption. He lays in his stock of wheat or barley flour monthly. A portion of it is baked into bread; part is used in the form of a pasty, containing potatoes, and occasionally a piece of pork The same materials made into a stew, or a vegetable broth thickened with a little flour, or otherwise flavoured, are the common evening meals. Butchers'-meat is used often ex-

travagantly, more frequently in small pieces, once or twice a week, baked under paste with potatoes. It is perhaps in order to enable them to command this variety of diet that they consent to consume a portion of barley-bread, to which is generally added a small quantity of fresh butter.

Possessing resources in the use of land to a greater or lesser extent, as above mentioned, in addition to his monthly earnings, the miner, especially if a tributer, is better able to encounter the pecuniary risk to which his occupation exposes him. When the lode which he has undertaken to break is small, he must be allowed a large portion of its produce to remunerate him for his labour. He may probably for many months together fail to earn a remunerating profit; but if the indications in the condition of the rock adjoining the lode are favourable, he will, at the stated periods, renew his bargain in the hope that the lode will eventually become rich. If before the completion of his existing term of two months his expectations are realized, he and his comrades, his co-adventurers, are often able to work out as much ore as will yield, when brought to market, from 60*l.* to 100*l.* to each, and occasionally much more. At the next renewal of the contract the rate of tribute is re-adjusted, and fair wages will probably be earned until the ore fails. The speculative process then re-commences, either there or elsewhere, as the judgment of the tributer directs him.

The sum accumulated by a successful adventure is laid out by a careful miner in acquiring a lease for lives of an acre or two of uninclosed land, on which he builds a cottage, either for himself, or on speculation. The quantity of improveable land in the vicinity of most of the mines, to be had on lease at a very easy rate, affords to the labouring classes one of the leading advantages of a new country. The miner encloses the land so acquired, clears it of stone, furze, or heather, and cultivates it during his leisure hours. He also often builds his house himself with very little aid, except from the carpenter. This contributes to produce attachment to home. He seldom quits his parish to seek work elsewhere, except under necessity. He thus becomes known to his comrades, to his employers, and to his neighbourhood. And in this preference for his own locality may perhaps be found one solution of the fact of the frequent and great inequality of wages in the different districts.*

* The cottage generally consists of two rooms on the ground-floor, and two above, and seldom contains more than one family. Among 685 families of whom the inquiry was made, there were only 60 lodgers; many of whom were relatives of the family with whom they resided. The value of this social characteristic is obviously great, in its tendency to maintain the domestic sympathies in their strength and purity, and to preserve to the labouring man the comfort of a quiet home. Single men who do not live with their parents, most commonly obtain lodgings kept by elderly or disabled persons, or others, who adopt this mode of adding to a scanty income.

A large part of the accumulations made by the mining population to the amount already stated is deposited in the savings'-banks. The sums absorbed by the public-houses and beer-shops, although still considerable, are, according to common opinion, greatly on the decline, irrespectively of any temporary or partial decrease in the general amount of earnings. In three of the chief mining parishes, the number of beer-shops and public-houses is 20 less than it was in 1836. This is the more satisfactory, because the number of persons who have joined the total abstinence societies does not appear to be great. The three parishes above referred to contain only four temperance inns. The decrease, therefore, of drunkenness, and of the improvident use of beer and spirits, seems to a certain extent fairly attributable to amended habits proceeding from conviction, and not requiring the aid of inferior motives for its support.

But where the pecuniary resources of a labouring class are derived to so great an extent from speculation, and where, in ordinary cases, only a small portion of the monthly wages can be received before the expiration of the entire month, it happens unfortunately, in the great majority of instances, that the sum to be received has been anticipated by debts, incurred to the small retail shops which supply the necessary articles of daily consumption. By far the most adverse circumstance in the pecuniary condition of the miner is the necessity imposed upon him of running into debt. Before it can be ascertained what is the probable amount of ore extracted by the tributer in a given time, the ore itself must undergo various processes, in rendering it fit for the smelter. It is then assayed, and a certain proportion of the value is paid to the tributer at the end of a fortnight as subsistence-money. He receives the balance when the ore is sold at the periodical sales, at stated places in the county. The sum advanced as subsistence will therefore depend on the quantity and value of the ore he is raising. If it is small, he is obliged, unless he has other resources, to live for a time on credit. The tutworkmen are under the like necessity. Their work is measured once a month, the underground agent reporting in the interval what advance as subsistence may be made on the work already executed. Whether larger or more frequent advances are practicable, or whether any other mode of payment can be adopted consistently with the rigid economy which mining operations demand, are subjects which must engage the thoughts of all persons who feel an interest in the well-being of the miner. The system of paying wages partly in goods * is not very common, and does not, except perhaps in connexion with the smaller mines, exist in any rigour. Numerous small dealers have therefore sprung up, from whom credit is readily obtained by the miner of good character, who is known in his parish and neighbourhood. Competition among these dealers renders it comparatively easy for

* The truck system.

occasional settlers also from other mining parishes to get credit. The prices of small retail shops must necessarily be high. Moreover, the cheaper articles of diet, potatoes, fish, &c., being too bulky for small shops, are seldom to be obtained there. The consequence is that the miner is obliged to purchase bread, butter, salted pork, and other articles, forming a more expensive diet than he would probably use if he had ready money at command; and this at a time when his reduced resources demand a more rigid economy. If from a continuance of ill success, or from any other cause, his credit is exhausted, severe distress often ensues. A more grave result often seems to flow from this necessity of living on credit. The accumulations of debt often become so great, that little hope appears of clearing them off, or they would demand the whole proceeds arising from a successful speculation. In either case the principle of honesty is disturbed and weakened by a strong temptation. The credit system has received some little check from the existence of the Stannary Court. This court, which was revived in 1836, and was chiefly designed as a court of law and equity for settling disputes arising out of mining transactions, has also been resorted to as a court for the recovery of small debts, in cases where either the plaintiff or defendant is, or is supposed to be, a miner. It has been serviceable to the small shopkeeper, more perhaps by arming him with the power to sue, than from the number of actions really brought; the debtor preferring to pay the demand rather than suffer exposure, which would impair his general credit.

Although the amount earned depends, as has been shown, to a great extent on the skill and industry of the miner, yet his wages are subject to much fluctuation from other causes common to all commercial proceedings, and independent of his own personal speculations. When the price of metal is low in the general market the tributer's gains are reduced, together with those of the adventurer; and the latter, receiving a less return, is proportionately restricted in the employment of contract labour in search of new lodes, or in other expensive work in the mine. A reduction in the quantity of work to be done induces increased competition for what is still offered. Of this competition, whether arising from occasional changes in the amount of demand for labour, or from a constantly increasing pressure of population, advantage is frequently taken to accept the proffered labour of the tutworkman for a period of one or two months for merely nominal wages. The proceeding (believed to have been long in use) may be thus described. When old work is re-opened, or new commenced, it is put up to an auction, on a certain day, with all the other work to be offered at the mine, in the presence of the men assembled for that purpose The bidding is downwards, and he who makes the lowest offer before a stone is thrown up and falls to the ground is the taker. A contract to excavate in two months a certain number

of solid fathoms of rock is often taken at a farthing per fathom, and sometimes for nothing. The object of the taker and his comrades is to get established in a piece of work likely to prove permanent; the practice being not to underbid them at the end of their two months, when they have the option to renew the contract at the price thought reasonable by the mine agent. The effect is that the takers do two months' work for nothing, and the wages of the third month are greatly reduced by the cost of powder, candles, and tools for the previous three. During this time they have, in all probability, lived on credit, and therefore incurred debts which it may require many months to clear off. The tributers are also subject to this injurious species of competition, though under a different form. It is almost the only circumstance in the relation of labourer and employer in this county which can be recognised as having a tendency to undermine the remarkably sound and satisfactory state of feeling which, on the whole, subsists between them.* And although in this, as in all other contracts for labour at the mines, the men themselves determine their own rate of wages, in this particular instance it has been thought desirable in some of the largest mines to interpose a check, the practice in question being thought to overstep the legitimate bounds of reasonable competition. The substitute which has in some cases been adopted is a lottery among those who signify to the mine agents their wish to compete for new work, and who, from their known character and ability as workmen, are permitted to do so. The work is set to the individuals to whom the lot falls at a rate which will yield ordinary wages. More commonly, perhaps, the agent stops the bidding, fixes his own price, and selects the workmen.

Another cause of the unequal condition of the miner is found in the prevalent habit of early marriage. Of 150 couples whose ages at marriage were ascertained, that of the males averaged 24·7 years, and that of the females 23·3. The average of 150 marriages entered on the marriage register of the parish of St. Just is, for the males 25·91, for the females 24·10.† Of 250 other couples in the eastern and midland districts, all the males but 37 married between 19 and 26, and all the females but 43 between 19 and 25. It is seldom that provision is made for marriage by previous saving. If the most essential articles of furniture are not given to a newly-married couple, they are usually obliged to obtain them on credit. Yet men's wages are earned from about the age of 18, and the

* "No one has heard of disagreements between the Cornish miners and their employers; no combinations or unions on the one side or the other exist; nor have turns-out or strikes been attempted or contemplated." —Extract from a Lecture delivered to the Society of Arts in March, 1837, by Mr. John Taylor, as quoted by Sir Charles Lemon, in a paper on the Statistics of the Copper Mines of Cornwall in the Journal of the Statistical Society, vol. i. p. 74.

† I am indebted to the Rev. the Vicar of the parish for this statement.

cost of board and lodging for single men amounts only to about half of what is earned. Beginning married life with debt; his receipts fluctuating between high gains and a few shillings per month; with the most imperfect knowledge of domestic economy; having a wife who probably cannot keep the commonest accounts in figures or in writing, who from the time she is married does not earn anything, except perhaps during a few days at hay-making and harvest, and at the time of drawing potatoes; and who is generally obliged to hire assistance to make various articles of her own and her children's dress, it cannot be a matter of surprise that the miner should experience at times severe privation. This period of privation is most likely to occur with the greatest severity while he is bringing up his family. From the time his children are old enough to earn wages at the mine they are a source of wealth to him, until the age of 19 or 20. This prospect is no uncommon inducement to early marriage. The following examples of profit derived from the labour of their children are not unusual:*—

NET EARNINGS.

	Per Month. £.	s.	d.		Per Month. £.	s.	d.
Miner . . .	2	10	0	Miner	2	0	0
Son (16 years) .	1	0	0	Two Sons . . .	3	10	0
Ditto (10 years) .	0	7	0				
	£3	17	0		£5	10	0
Miner . . .	2	5	0	Miner	3	0	0
Two Sons. . .	0	12	0	One Son (18 years) .	2	0	0
Daughters . .	0	14	0	One ditto . . .	1	15	0
				One ditto . . .	0	12	0
				One Daughter . .	0	12	0
	£3	11	0		£7	19	0

With care a sum is accumulated in a few years sufficient to obtain a lease of a few acres of land on the lives of the husband and wife and one child, and also to build a house. Shortly after the age above named the sons receive their own wages. In the course of a short time they become fathers of families themselves, and encounter in turn the same privations. The variableness of the miner's condition, the constant danger he is exposed to, and the almost certain prospect of losing health and life at a comparatively early age, are apt to induce the species of thoughtlessness

* I forbear to enter upon the question of the vast amount of physical and moral injury they inflict on their children by thus prematurely exposing them to the labour, the heat, the moisture, and the many other deleterious influences arising from under-ground work in the mine. The subject will be amply discussed by Dr. Barham, M.D., in his Report to the Children's Employment Commission.

often incident to an existence such as his. If he marries young he also dies young, and he marries without provision because the lottery of his life may soon give him one. The unhealthiness of his occupation is said to shorten the duration of the miner's life 11 years. The disease which usually attacks him is that known by the name of the miner's consumption. Perhaps some confirmation of the general inferences on this subject may be seen in the following results, deduced from a careful inspection of the burial-register of the parish of St. Just. The entries of burials are 393, commencing with 4th July, 1839, and ending with November 10th, 1840. The miners are distinguished from those employed at the stamps and other labour on the surface. Of the 67 miners whose burials are recorded, 29, or 43 per cent., are entered as having died of consumption. Of the 45 adult males of other occupations 8, or only 18 per cent., are entered as having died of that disease. The average age of the miners is 43·2, that of the adults of other occupations 54·1.*

The unhealthiness of the employment of the miner proceeds from various causes. The mine is worked by sinking shafts at certain distances, and driving levels to meet them along the course of the lode, each level about 10 fathoms below the other, and therefore increasing in number as the mine increases in depth. The levels are generally five feet and a half high, and three and a half broad. To excavate these levels is the department of the tutworkman. The tributer follows him, and pursues the lode upwards through the intermediate spaces of 10 fathoms in height, making stages for himself as he proceeds, to enable him to get at his work. The ore, as he detaches it, is allowed to fall down to the level, along which it is wheeled to the shaft, to be raised by machinery to the surface.

The small supply of pure air which can reach the ends of the deep levels, or the various spots where the tributer is at work when remote from the shafts, and where adequate ventilation is therefore difficult and costly, is much reduced by the burning of candles, and the frequent explosion of gunpowder in the process of blasting. The temperature in which the men work may be said to range from 70 to 95 degrees. In the extensive and deep mines, most of which have reached depths varying from 150 to 260 fathoms,† out of every 600 men employed under ground, upwards of 400 probably work in a temperature approaching the latter point, and some in still greater heat.

The labour consists chiefly in driving holes for blasting, and in separating masses by the use of the wedge. The direction in which the wedge or the boring-iron is to be driven in order to produce the greatest effect often obliges the miner to work lying on his

* The cause of death is in each instance received from a person who witnessed it.

† The deepest mine has reached 293 fathoms, or 1758 feet.

side, or in other constrained positions, which add to the difficulty of the labour. If the lode is small, the tributer, anxious to economise his labour in following it, works out no larger space than is absolutely necessary to allow him to use his tools. The heat and the impurity of the air are thus, however, greatly increased. The severity of the physical exertion, and the high temperature, make it difficult for the miner to retain the most scanty covering, and he often works without any. The same causes, and the depressing effect of the vitiated atmosphere, oblige him frequently to interrupt his exertions to avoid extreme exhaustion.* In certain positions he is not exempt from exposure to chilling currents of air, alternating with this extreme heat. After from five to seven hours' labour in this temperature, if working in a mine of any magnitude, he has, in returning to the surface, to climb up a height varying from 900 to above 1500 feet. The ascent is made by ladders from level to level, and therefore each above 60 feet high. They are in general nearly perpendicular, though sometimes they incline laterally, and occasionally overhang. To accomplish this ascent from the lower levels, no slight exertion is felt to be required, even by one who is subjected only for a short time to the heat, the smoke, and the impure air which prevail there. But after several hours of severe and exhausting labour, to climb up a height in perpendicular feet equal to one-fourth or one-third of a mile, demands an expenditure of strength to which the constitution does not long remain equal. Emerging from the shafts, the miner stops at the nearest stream of water, generally one that flows from the condenser of a steam-engine, and is therefore tepid, where he is detained from four to five minutes in removing the grease from his hands, and the dirt from his face, arms, hands, and legs. This sudden exposure in the open air at all seasons, by night as well as by day, when highly heated, and at a moment of exhaustion from continuous work in such a temperature, and from the laboriousness of the ascent, is with reason regarded as another and not unimportant exciting cause of inflammatory disease.

The accidents to which the miners are subject cannot be adverted to without an expression of regret at their exceeding frequency. They are liable to be severely maimed and injured by the fall of pieces of rock, by premature or accidental explosions of gunpowder, and by falling from ladders. In addition to those accidents which only disable for a time, the numbers which prove fatal are painfully exhibited by the burial-registers of some of the mining parishes which have been examined with reference to this subject. I have been furnished with the following† statement of

* It is mentioned that those at work in the very deep mines sometimes seek a slight refreshment, by bathing in a small pool of water accumulated in the level for that purpose; in which, nevertheless, the thermometer will be found to stand at 90 degrees.

† I am indebted for this statement to Mr. Blee, of Redruth, by whom much attention has been paid to the vital statistics of the mining population.

the result of an examination of the burial-registers for the parishes named, corrected from one which was read at the last meeting of the Polytechnic Society at Falmouth :—

Parishes.	Miners' Deaths Registered.	Number of Violent Deaths.	Per Cent.	Mean Percentage.
Gwennap and Stythians . .	80	13	16·2	17·3
Illogan . . .	76	14	18·4	

To this I am able to add the result of a personal examination of the burial-register of St. Just :—

Parish.	Miners' Deaths Registered.	Number of Violent Deaths.	Per Cent.	Average Age of those who died Violent Deaths.
St. Just, Penwith .	67	16	23·8	21 25

All these cases of violent death proceeded from accidents in and about the mines. To all the entries the signature of the coroner is required to be attached. I observed it in each case on the St. Just register, except the four first, in which it was stated to have been omitted by an oversight. From these statements it appears that, of the miners who have died in those parishes since the burial-registers have been kept as at present, in the first list one in six, in the second one in four, have been killed by accidents, and have been the subjects of coroners' inquests. The following is an abstract of the total numbers of miners' deaths as accounted for on the St Just register :—

Miners' deaths entered			67
Died of Consumption	29	45	
Killed by various accidents . . .	16		
Died of acute disorders, chiefly inflammatory .		13	
Died of old age		9	
		—	67

It has been seen that the average age of the 67 amounted only to 43. The additional fact, that the deaths of 45 of the 67 were caused by consumption or accident, may be taken as a further and corroborative proof of the dangerous and destructive character of the miner's mode of life.

The distress thus brought upon families by improvidence in regard to marriage, by early disease, and by accidents affecting health and life, may therefore be regarded as another of the leading

causes of the fluctuating and uncertain support which the elementary schools of the mining classes are found to receive.

Various means by which the adverse circumstances of the miner's condition might be lightened have from time to time been discussed in the county and partially adopted. A suitable place has in many instances been provided for drying the men's clothes. In one instance I observed that the entrance to the ladder-shaft was in the changing-house; the men, therefore, of that part of the mine, on reaching the surface, came at once into a warm temperature. In some few mines the warm water, which is continually flowing from the condensers of steam-engines, has been led into a shelter to protect the men while washing. The great importance, as a sanatory measure, of complete and frequent bathing after labour under ground has been often insisted upon. In one mine advantage has been taken of the flow of warm water at command to provide convenient baths for the men. The bath-room at North Roskear Mine adjoins the drying and changing-house; it is 45 feet long by 9 wide. A large wooden trough along the centre of the room is divided into several baths, the water of which, flowing through in a stream, is continually renewed. A range of boarded seats is on each side. The men are encouraged in the frequent use of these baths, which they appreciate as a great source of comfort. The exhaustion arising from the labour under ground, without occasional nourishment being taken, and subsequently from a walk of perhaps four or five miles in returning home, has also been noticed as among the concurrent causes of premature decline. The habit of taking some food under ground is now becoming general. At one mine the men on returning to the surface have, in cold weather, been provided with soup, partly out of the proceeds of the Mine Fund, partly by subscriptions of the adventurers. It appears from various publications circulating in the county, that much consideration has been given to various projects for extending and perfecting these and other contrivances for the benefit and comfort of the mining classes. Neither have endeavours been wanting to encourage and lead them to the use of means in regard to health, not yet as familiar as they ought to be, but simple, and valuable for their preservative tendencies; or to devise methods by which the two most serious evils affecting the lot of the miner, the labour of the ascent and the frequency of accident, may be reduced or obviated.

Much occasional aid is derived by the mining class from clubs and benefit societies. The contribution to the mine club attached to every mine is in general limited to 6*d.* in the pound of net wages, and is applied to furnishing medical relief in cases of accident. The benefit societies are numerous, but their rules and management seem in many respects imperfect. Instances of failure are therefore common. Many, not being enrolled, are

liable to be broken up by the vote of a majority, and the accumulations divided. In one parish six had been dissolved or had failed within the last few months.* The habit of holding their meetings in public-houses is still prevalent. It is calculated that upwards of 600*l.* have been spent in this manner by the clubs of two neighbouring parishes within a year. The custom, however, of drinking together on those occasions seems so far to be placed under restrictions by some clubs, that an allowance is made of only 2*d.* per head to those who attend. An annual dinner has been substituted by others. Three or four mine clubs are so conducted as to be enabled to extend relief to a greater variety of cases. The East Wheal Crofty Mine Club was established in 1834, with a fund of 1462*l.* 2*s.* At first the payments were 8*d.* in the pound of all net earnings. As the stock increased the payment was reduced to 6*d.*, and subsequently to 4*d.* In addition to this, 1*d.* in the pound is deducted from all merchants' bills, on behalf of the club. This tax on the merchant is justified on the ground of his participating in the prosperity of the mine. It is asserted that the articles of ordinary consumption at the mine thus subject to this trifling tax are not thereby enhanced in price to the adventurer. The amount produced by it to the mine in question is between 35*l.* and 40*l.* per annum. The Mine Fund now amounts to 1421*l.* 10*s.* 8*d.* In addition to the usual relief of 28*s.* per month to men disabled by accidents, those who

* The following observations, with which I have been favoured by a gentleman who has bestowed much attention on the subject of the benefit societies of one of the mining districts, appear to deserve general consideration. He states that clubs "have a most unlucky fate in that district. The people are strongly inclined to their formation, but they appear equally determined to establish them on unsound principles. Two years ago we attempted to form the District Club, but failed, entirely from the want of knowledge in the people. On that occasion I inquired into the condition of the existing Benefit Societies. All those of about 30 years' standing I found to be insolvent; that is to say, they had not kept their engagements with their members. It was not possible that they should. All ages from 15 to 35, or even above, were admitted on the same terms[a]. The public-house expenses were also considerable. One evil is, that the population is strongly averse to the interference of gentlemen in their concerns. (Elsewhere the gentry take a large part in the matter.) Hence there is a want of both checks and sound principles in the clubs. Neither does charity flow in that direction. If the contributions were required to be according to approved tables, much of the mischief would be prevented."

[a] See Instructions for the Establishment of Friendly Societies, with a form of Rules, *and Tables* applicable thereto. London: Clowes. For Her Majesty's Stationery Office, 1838.

Instructions for the establishment of Parochial Societies for granting Government Annuities. The whole money paid being returnable in case the party contracting does not live to the age at which such annuity is to become payable, or if he is unable to continue the payment of the monthly or annual instalments. Pursuant to Statute 3 Will. IV. c. 14. London. For Her Majesty's Stationery Office, 1837.

are suffering from disease traceable to their employment as miners are allowed a monthly payment of about 20*s*. Widows also receive, on the death of their husbands, either the sum of 10*l*., or a weekly allowance, according to the discretion of the agents; the amount depending on the circumstances of the family, and being continued until the children are capable of getting their own livelihood. The four mine clubs which have adopted this, or an analogous system, afford valuable aid in alleviating the distress and lingering suffering into which the family of the miner is often plunged by the sudden accident which strikes him down, or by the slow disease which, contracted in the course of his employment, gradually undermines his frame, and takes from him all power of further exertion. It cannot be doubted that it is most desirable to preserve to the children of those men who have been overtaken by accidental injuries or by ill health that independence of feeling, and the reluctance to have recourse to the poor-rates, which characterise the class to which they belong. One of the most valuable auxiliaries to such an end would assuredly be found in the enlargement of the present restricted system of mine and benefit clubs, so as to comprise a larger number of members, and to extend relief to a greater variety of cases, and in placing the latter description of clubs on the foundation of sound principles. The progressive enforcement of the New Poor Law will probably cause attention to be directed more closely to this subject, and also to that of the formation of loan societies* as existing elsewhere, for supplying aid under temporary pressure, either of unsuccessful speculation in the ordinary course of work, or of the stoppage of a mine, or the accidental necessity of quitting a mine from the falling off of the demand for labour, or from other causes over which the miner has no control. A society of much value in this point of view has been established by the Wesleyan minister in the parish of St. Just, for placing at day-schools the children of widows, or of parents who, by reason of the casualties of the miner's life, are unable to afford the expense. Their funds enable them to keep 30 children at school, at 2*s*. 6*d*. per quarter each, and to provide some of them with shoes and clothing. Occasional aid is also afforded in some parishes by clothing societies, conducted by the honorary members, and partly supported by their contributions. Societies of other kinds exist, with a view to general improvement rather than to pecuniary aid. To none of these are more beneficial effects attributed than to the Cottage Gardening Societies, which are numerous, and meet with general and cordial encouragement. In addition to the usual prizes for garden produce, rewards are given to those cottagers who have brought

* See Statute 3 and 4 Vict. c. 110, to amend the laws relating to Loan Societies.

See also Loans on the Mont de Piété system.—Journal of Statistical Society, vol. iii. part iii. p. 293.

up the largest families without parochial relief, and to those whose characters are best known for sobriety and honesty. The mechanics' institutes in the county are few in number, and receive little support from the labouring miners. The Carharrack Miners' and Mechanics' Reading Society in the parish of Gwennap possesses a library of 300 volumes. Cases are prepared for minerals, and efforts are being made to procure a supply of philosophical instruments. Lectures are read and discussions held on alternate weeks, and the class meets once a week for mutual instruction in mathematics. Two book societies in St. Just, conducted by miners, may be mentioned. One of them has been established 20 years, and consists of 50 members; the payments of 1*s.* entrance, and 2*d.* per week, producing between 5*l.* and 6*l.* per annum. As the books accumulate they are sold to the members at an occasional meeting. The process of the sale may perhaps be adverted to as characteristic, being a copy of that employed at the large periodical sales of ore in the county. The price offered by each member is written by him on a slip of paper, and given to the secretary; each "ticket" is then read aloud, and the book is assigned to the member whose ticket contains the highest offer.* The scientific institutions of a higher character possessed by the county, the Polytechnic Society in particular, appear to be most beneficially engaged in directing attention to many of the important subjects affecting the sanatory and general condition of the mining classes. By means also of their periodical exhibitions, and the publicity given to their transactions, they have been instrumental in drawing forth many creditable manifestations of native talent in various departments of art and science.

It may be conceded that some advance has been already made by the mining class towards improved habits, more prudent management of resources, and a stronger sense of duty as regards the instruction of their children; and the actual state of this population, and the advantages which they enjoy, may fairly be said to render further improvement more readily practicable. They possess two of the greatest boons that can fall to the lot of a labouring community—leisure and hope. In regard to the latter, among no labouring class does advancement so directly depend on, or so uniformly follow, industry, ability, and prudence. Improveable land is accessible for a very moderate payment; all articles of food, fuel, and clothing are abundant and moderate in price. They see around them numerous examples

* It may be mentioned as an instance of their habits of joint speculation, that in the parish of St. Just the property in each of about 48 fishing-boats, kept chiefly by miners who are fathers of families, is divided into eight shares; some of which are again subdivided; so that upwards of 500 men have an interest, varying in amount, in these boats, and receive from them their proportion of fish caught by themselves and their comrades. The abundance of leisure they enjoy enables them to take advantage of tides and weather for this occupation.

of individuals from their own ranks in every stage of progress towards independence and well-being; many possessing cottages and land, many placed in honourable and responsible situations in the mines, many who have risen to still higher points of social elevation. The hours of labour for those who work underground, including the time occupied in the descent and ascent, are usually eight, and for those who work in the deepest mines seldom more than six, in the 24; all the rest of their time, with the exception of what may be employed in sharpening their tools, and in going to or returning from the mine, they have to themselves. The hours of work on the surface, for those who prepare the ore for the market, are 57 per week in the summer, and 51 in the winter; or, on an average, nine and a half and eight and a half hours per day, in which they earn full wages. The changes for those who work eight hours at a time take place at 6 A.M., 2 P.M., and 10 P.M.; for those who work six hours, at 6 and 12, of day and night. By this arrangement every man has always a portion, and, in his turn, the whole, of the day at command. The changes from night to day work are made weekly. Those engaged on the surface, men, women, and children, leave work at half-past four or five, according to the season of the year. Although this great and inestimable advantage of leisure is far from being made as good use of as it ought to be, and by very many is entirely wasted, its natural and insensible effects on the miner's character are considerable. His labour is severe while it lasts; but not being oppressed by lengthened, continuous, and unrelieved toil, his mind and strength, until disease attacks him, have time to recover their elasticity. He has the daily recurring period of repose, and the daily opportunity of reflection. His powers of thought are not more exercised by the nature of his employment than by the collision of mind and frequent interchange of ideas resulting from the aggregation of numbers and leisure for conversing. His air is free and unconstrained, and his address intelligent and respectful; he is disposed to cheerfulness and social enjoyment. Music and dancing are the common accompaniments of the Parish Feast, which is held in every parish once a year, and is kept as a holiday for two or three successive days. All who belong to the parish endeavour to return to it on that occasion, and almost every house and cottage is full of guests. If his fondness for social meetings leads to extravagance, it is chiefly on the pay-nights, which occur once a month. Large assemblages then take place in the beer-houses, partly in order to obtain change, and to divide their wages. It is to be regretted that, as the result in some degree of this additional temptation, much money is still squandered in this manner, and excesses of various kinds ensue; nor, perhaps, would any regulation be attended with more beneficial effects than one which should ensure a more frequent settlement of wages, and, as far as pos-

sible, with each individual separately. To cases of poverty and distress much benevolent sympathy is shown; subscriptions are readily raised among themselves, and assistance given in articles of food or in the performance of domestic offices where required.* Great patience is exhibited in periods of privation, whether proceeding from the stoppage of a mine, from a decline in the price of ore, from unsuccessful speculation, or other causes. The high standard of comfort and sufficiency which prevails among the more fortunate of the mining class appears to have had the effect of raising it among the whole body. In the cottage of the poorest may generally be seen evidences of an attention to self-respect, and an effort to produce an air of comfort; notwithstanding a deficiency of proper accommodation in proportion to the number of inmates;—a fertile source of much obvious evil. The amount of crime throughout the county is still small in proportion to population, and is chiefly confined to petty thefts. Crimes of any enormity are rare, and when, unfortunately, they occur, as in a recent instance, they produce a deep impression. The reality of this feeling was exhibited, in the instance adverted to, by a subscription to a large amount, raised chiefly in small sums within a few months, for the widow of the sufferer. Nevertheless, it would appear, from the criminal returns, that crime is increasing in a ratio much greater than that of the increase of population.†

* "Yet this much I confess of the wealthiest of tynners which happily work together in one tyn-worke with the poore man,—they are very charitable and merciful towards their poore fellow-workers, for at dinner-time, when they sit down together beside their tyn-worke, in a little lodge made up with turfes covered with straw, and made about with handsome benches to sit upon, then every tynner bringeth forth out of his scrip or tyn bagges his victuals, his bread, and bottle of drinke, as the rich tynners will lack none of them being left in number; then is their charitie so great, that if one, two, or three, or else more poore men, sit among them, having neither bread, drinke, or other repast, there is not one amongst all the rest but will distribute at the largest sorte with their poore work-fellows which have nothing; so that in the end this poore man, having nothing to relieve him at the worke, shall in fine be better furnished of bread, cheese, butter, beefe, porke, bacon, than all the richest sorte."—Extract given by Sir Charles Lemon (Statistical Journal, vol. i. p. 71, Statistics of the Copper Mines of Cornwall) from an old manuscript book, intituled The Bailiff of Blackmore, supposed to have been written at the commencement of the reign of Queen Elizabeth.

† Proportion of offenders to population, calculated on the census of 1831. Criminal Returns.—

	1834.	1835.
England and Wales . . .	1 in 619	1 in 631
Cornwall	1 in 1406	1 in 1461

The proportion was less in three English counties only for the first, and in four for the last year given, viz.—Northumberland, Westmoreland, Cumberland, and Durham.

POPULATION OF CORNWALL.

1811	1821	Increase per Cent.	1831	Increase per Cent
216,667	257,447	18·99	300,988	17.47

Extract from the Criminal Returns for the County of Cornwall, for the Years following :—

	Number of Offenders.			Convicted.	Total Convicted in Three Years.	From 12 Years and under to 16	Total Convicted in Three Years.
	M.	F.	T.				
1834	177	37	214	155	..	24	..
1835	175	31	206	144	429	22	64
1836	163	35	198	130	..	18	..
1837	229	52	281	201	..	38	..
1838	212	52	264	164	570	38	105
1839	240	49	289	205	..	29	..

The great increase in the last three years, particularly in those under 16 years of age, compared with those convicted in the three previous years, is worthy of consideration.

The statistics of education among criminals are thus given in the recent Report of the Registrar-General :—

	Uninstructed Criminals per Cent.	Instructed Criminals per Cent.		Per Centage of Total Population signing with a Mark.
England & Wales.	89·3	10·7	England	41
Cornwall . . .	95·8	4·2	Cornwall	43

For the law they entertain respect in all cases, except those few in which the uprightness of their judgment is unhappily perverted by ancient and ignorant prejudice. It may be added that they are a loyal people. In regard to religion, the general and characteristic feeling is strongly devotional. Nevertheless, it is affirmed by those most capable of forming an opinion, that in many points of morality there is much laxity. In the seven parishes visited there are 12 churches and chapels belonging to the Establishment, and 56 chapels belonging to the different branches of the Wesleyan

denomination The members of the Baptist, or other Dissenting communities, are not numerous, although few adults would be found to confess that they did not frequent either church or chapel, without at the same time offering some excuse; yet it is asserted that by many the public ordinances of religion are neglected. In addition to the Public Prayer Meetings held at the chapels, usually twice or three times in the course of the week, there are private meetings in the cottages for singing and prayer, attended by miners and their families during the hours when they are absent from the mine. The result of inquiries in many cottages that were visited was that comparatively few were without either a Bible or a Testament, or a portion of one or the other. The prevalent religious feeling is exhibited, perhaps, in no circumstance more strongly than in their manner of performing the last offices for the dead. A procession, consisting of from 50 to 200 or 300 persons, decently attired, advances, singing appropriate hymns, at intervals, especially as they approach the church, and while the coffin rests at the entrance to the churchyard. General testimony seems to be borne to the correctness and sincerity of the feeling which sanctions and maintains this ancient custom. Nevertheless it is to be feared that the solemnity of the occasion is too often forgotten in subsequent excesses. Superstitions, though on the decline, are still common; many, such as the belief in the power of charms, of an injurious tendency. Other similar notions maintain their hold, more harmless, perhaps, but not less belonging to the simplicity of an uninstructed age.

The terms in which the disposition and habits of the mining population were generally spoken of by those most conversant with them showed a cordial appreciation of their favourable characteristics, and at the same time a desire to see their deficiencies supplied and their faults corrected *

If this is to be attempted, it must be to a great extent through the instrumentality of elementary schools.

To all the places of worship of the Establishment, and to most of those of the other denominations, Sunday-schools are attached, and appeared, as far as my observation could extend, to be well frequented. Various causes prevented any accurate estimate being formed of the numbers attending the Sunday-schools, relatively to the whole number of children of these respective parishes. But the impression seemed to be general that a very large proportion of the children of the labouring class do, at some time or other, attend these schools, and have from time to time received some part of their instruction from them. Inability to provide shoes or proper clothing was said to be the excuse commonly urged by parents for omitting to send their

* The general characteristics of the agricultural are in many respects very similar to those of the mining population.

children. The exertions of the numerous teachers, belonging chiefly to the labouring class, are very considerable, in endeavouring to increase the number of attendants at these schools, and in imparting, to the extent of their ability, the rudiments of religious knowledge. Many instances of great and persevering devotion to this duty fell under my observation. But it seemed to be allowed that the results of the attention thus applied, though not without great value, often fell far short of the objects proposed to be obtained. These objects may be said to be to implant in the mind of the young the principles of the Christian Faith, to inspire a sense of its sacred duties and obligations, to impart some general acquaintance with the Holy Scriptures, and to secure an attachment to the particular religious profession in which the child is brought up. In very many cases it may be believed that these important results follow the teaching in these schools; but in many others it is to be feared that they are used simply as a means of learning to read; that the repetition of a catechism, or even the fluent reading of the words of Holy Writ, imply very little comprehension of the principles to be conveyed or the lessons taught; and that no lasting impression is made in favour of the particular doctrines inculcated, or the mode of worship for a time pursued. It is readily confessed that of the number of children who in these parishes receive their early instruction at the Sunday-schools of the Establishment, comparatively few continue to frequent the church after the age of attending the school is past. The books generally observed in these schools were, with few exceptions, of the most elementary kind, and the Bible and Testament. It was evident that many more were wanted for the purposes of the illustration and explanation both of the Scriptures and of the services of the church, especially for the use of those who acted as teachers. In one Sunday-school only were maps occasionally used, together with prints that threw light on the Sacred History, and imparted an additional interest by giving a fuller knowledge of the subject. In many of the schools, especially in those of the Wesleyans, some of the children learnt, in the course of the week, many well-selected passages of Scripture. The teachers met together at stated times to study the portion fixed upon as the lesson for the ensuing Sunday. It was a part also of their duty to encourage the attendance of the children within a district assigned to each. A doubt may, perhaps, be expressed whether the attendance would not, after a time, be more regular, if the common plan of rewarding children for regularity, by giving tickets, or otherwise, were discontinued. It would seem that the tendency of such a practice can be no other than to weaken the sense of duty in the mind both of the child and parent. A greater appreciation of the value of these opportunities of instruction might also, perhaps, be awakened by requiring some payment, however small. In one or two schools the assistance of a paid

teacher, of skill and ability, has raised the character and value of the instruction much above the ordinary level.

I am able to say that, in those parts of the mining district where additional day-schools are required, a disposition exists to encourage their formation.

There are many circumstances in the condition of this population on which the instruction and the example derivable from good elementary schools would be likely to bear with beneficial effect. The daily oral* lecture, as given in the most improved day-schools, tested by questions, or by writing its substance on the slate, could not fail of its usual result in awakening intelligence and a taste for knowledge. Directed in this manner by a competent master, the child is led to embrace in a clear and comprehensive view the leading facts of Scripture history, their relation to each other, and the position they occupy in the gradual development of the great scheme of Revelation. When thus unfolded, the doctrines of the Christian faith, as conveyed by catechetical instruction, find a readier entrance to the understanding and the heart. Appropriate illustration of manners, customs, localities, give to the study of the Bible thus conducted a more vivid and enduring interest. The elements of general history, and of that of our own country, conveyed in this manner—the facts of physical geography, and their effects on the occupations of men and the general condition of society—compendious accounts of various objects of natural history—a short investigation into the principles on which society is founded, and those which govern the distribution and remuneration of labour, and the state of trade and commerce—these and other similar subjects of universal interest, and of which no man can be left in entire ignorance without the risk of injury to himself or to society from the adoption of false impressions, would, when presented in the manner indicated, probably find a reception in many other minds than those of the children to whom they would be primarily addressed. The active-minded and intelligent, but yet very partially instructed, mining population of this country, would not be backward in participating in the ideas and tastes thus imparted to their children. The great opportunities of leisure—the best and greatest opportunities of self-culture possessed by any portion of the population of Great Britain—would be rightly estimated, duly prized as the great blessing of their existence, and earnestly and diligently turned to account. By the guidance of stricter principles, by the resources of purer and more elevated tastes, how many of their present temptations to vice and improvidence would be combated, how much occasional distress and permanent suffering avoided, how much useful direction received!—that especially which makes it one of the leading objects of moral and intellectual improvement, not to raise the individual from his own sphere, but to

* The Gallery Lesson.

enable him to do his duty in that to which he belongs. Also, in addition to the consolations of religion, the miner would find, in intellectual resources, a relief which would lighten the pressure of lingering disease, hitherto apparently the almost inevitable lot that awaits him.

In matters of calculation, arising out of their work underground, the near approximations to accuracy with which the labouring miners, very few of whom have any knowledge of figures, arrive at the required results, is remarkable. In the more simple instances of measurement, which for the tutworkman are the most common, a process of mental calculation, rendered tolerably correct by long habit, sufficiently serves his purpose. But where the space cut through is broader or higher than usual, or consists of irregular quantities of fathoms, feet, and inches, he is rarely able to calculate the sum due to him for his work, and must either depend on one of his comrades, or on some person employed for the purpose. The calculations which the tributer is required to make in ascertaining the value of his portion of the ore raised are still more complicated; particularly that of the allotment of the sum produced by the sales of many parcels differing in value. The nature of these calculations may be seen from the following example:—

TUTWORK PAY for SEPTEMBER, 1840.

Men.	Months.	Total.			Cost.			D. C.		Pay.			Club.		Barber		Balance.		
		£.	s.	d.	£.	s.	d.	s.	d.	£.	s.	d.	s.	d.	s.	d	£.	s.	d.
6	2	32	0	4	8	4	8	1	6	23	14	2	11	6	1	6	23	1	2
12	2	52	14	8	5	15	9	3	0	46	15	11	23	0	3	0	45	9	11
4	1	11	6	8	4	8	8	1	0	9	17	0	4	6	1	0	9	11	6
6	2	29	9	9	6	10	6	1	6	22	17	9	11	0	1	6	22	5	3
4	1	18	18	3	5	2	4	1	0	13	14	11	6	6	1	0	13	7	5

TRIBUTERS' GETTINGS.

Men.	Months.	Gettings.			Cost.			Dressing			Sub-sistence.			D. C.		Pay.			Club		Balance.		
		£.	s.	d.	£.	s.	d.	£.	s.	d	£.	s.	d.	s.	d.	£	s.	d.	s.	d.	£.	s.	d
4	2	39	12	9	9	1	8	6	5	0	12	1	0	2	0	12	3	1	12	0	11	11	1
5	2	49	16	9	15	1	3	6	8	0	12	8	0	2	6	15	7	0	14	0	15	3	0
2	2	20	10	9	2	19	11	2	7	6	4	10	0	1	0	10	12	2	7	6	10	4	8
4	1	15	8	9	3	7	2	1	14	6	4	0	0	1	0	6	6	1	5	0	6	1	1
1	1	19	6	9	3	16	3	2	14	6	5	0	0	1	0	7	15	0	6	3	7	8	0

Hugh James. FOWEY CONSOLIDATED MINES. 13th June, 1840.

March Ores.

Tons.	Cwts	Qrs.	Per Ton.	Amount.	Increase.
6	7	3	at £4 4 0	£26 15 0	£1 0 0

Real amount £26 15 0 at 13*s.* 4*d.* from 20*s.*

	£	s.	d.	£.	s.	d.
				18	10	0
Cash	7	0	0			
Smith's Cost	0	8	10			
Dressing Cost	1	14	8			
2 Men, Club 3*s*, Doctor 1*s*	0	4	0			
18 lbs of Candles at 8*d.*	0	12	0			
50 lbs Powder at	1	13	4			
3 Hilts	0	0	9			
Shovels		..				
Shovel-Hilts		..				
lbs. Hoop-Iron		..				
Barrows		.				
Barrel		..				
Sieve and Handles		..				
Riddle and Handles		..				
lbs Tallow		..				
Copper Nails		..				
Brooms		..				
Washing-Tub		..				
Powder-Cans		..				
Kebble and Ropes		..				
Coils Sump Rod		..				
Slings		..				
Carriage		..				
Railing	0	5	11			
lbs. Nails		..				
Oil		..				
120 feet Safety-Rod	0	5	0			
Tar		..				
Paper		..				
Grinding, Drawing, Durding, Assaying } at 6*s* 8*d.* per ton	2	2	5			
Subsist		..				
				14	17	11
				3	12	1

John Francis and Co. FOWEY CONSOLS MINES. 27th June, 1840.

Pay for May Month.

Drawing from the 150 fms. level East of Bothall's Shaft on Bothall's Lode.

Fm.	Ft.	In.			£.	s.	d.
2	0	0	at	130*s*. . .	13	0	0
2	0	0	at	150*s*. . .	15	0	0
0	3	0	at	140*s*. . .	3	10	0
					31	10	0

	£.	s.	d.	£.	s.	d.
Deduct Cash	9	0	0			
Smith's Cost	0	15	2			
Club } 6 Men {	0	9	0			
Doctor } 6 Men {	0	3	0			
Spale		..				
62 lbs. Candle at 5*d*.	2	1	4			
100 lbs. of Powder at	3	6	8			
Pick-Hilts		..				
Shovel		..				
Shovel-Hilts	0	1	0			
Barrow		..				
Barrel		..				
Copper Nail		..				
Powder-Can	0	3	0			
Paper	0	0	2			
Hoop-Iron	0	0	9			
Tallow lbs.		..				
Slings		..				
Pitch		..				
lbs. Nails	0	0	3			
Kebble and Rope		..				
Safety-Rod, feet		..				
Sump-Rod, 17 coils	0	19	10			
				17	0	2
				14	9	10

Taking into consideration the fact that every miner, and the family of every miner, has a direct interest in the accuracy of these calculations, and also that many of them are by no means simple, the expediency of leaning so much in this particular on the acquirements of others may be doubted. But as respects domestic management, the ill effects of not having the power to make calculations by figures, and to keep proper accounts, seem very readily traceable, in an improper distribution of expenditure —in a want of provision against recurring demands—in debts and embarrassments, that become the more harassing in proportion to the inability to represent accurately in figures the probable resources available to meet them. It appeared to be a common and very natural opinion, that the uneasy feeling resulting from

ignorance in these simple matters tended in no slight degree to perpetuate improvidence.—(*Vide* Appendix II.)

It is not improbable that the example of intelligent and well-trained masters would act in various ways upon the conduct of the parents. The power of gentle means and moral influence is very little known to the latter in the management of their children. Severity and indulgence, alike capricious, are the usual modes of government. Authority appears to have a precarious hold; and, on the other hand, the bonds of affection and duty are often relaxed at a very early period. In the well-regulated school the parent would see the image of a well-regulated family; and it might be hoped that the deportment and modes of discipline of the one might pass insensibly into the other.

Vocal music is much attended to in their chapels. It is also much practised as a recreation. Singing, chiefly of a devotional character, is often heard in the cottages. The children may be heard singing at their work at the mine, and the men while going down the ladders. Facilities for learning music from notation would perhaps be embraced with some readiness, especially if it was found to make them acquainted with rich and impressive compositions. It may be mentioned as a recent occurrence in one of the mining parishes, that a certain number of individuals having agreed to appropriate towards a musical society the sums they had been in the habit of expending monthly in beer, they are now possessed of musical instruments of the value of 40*l.*, and are gradually increasing the number of their members.

That they are fond of the productions of art, as far as they have the opportunity of appreciating them, may be inferred from the prints and other objects which may be seen in almost every cottage. If those objects can in general convey no ideas of correct taste or of beauty of form, they are at least the only specimens of the imitative arts which fall within their reach. The habit of accurate observation, the appreciation of correct outline and proportion, acquired by drawing from just and simple models at the school, would give a right direction to this natural feeling. What the church in earlier ages was to the surrounding population, in respect of art, such, in its sphere, might the school be now. While addressing the uninstructed through the eye, the objects of art, which enriched the church, gave to all who beheld them a familiarity with productions from which the mind was enabled to receive an elevation and refinement.

The fondness of the miner for exhibitions of strength has long made wrestling a favourite and characteristic amusement. Meetings for this purpose sometimes take place under the superintendence of individuals of some influence in their neighbourhoods. If these meetings have, however, been generally discouraged, partly in consequence of the accidents and disasters to which they often gave rise, the taste for athletic exercises might perhaps receive a

harmless direction from the introduction of gymnastics, as now practised at elementary schools, for recreation and the development of muscular power. Garden cultivation, wherever united to schools, in addition to its value in teaching how to make the most of the cottage-garden, in the management of vegetables, herbs, and flowers, would be further useful, if taken advantage of as a means of instruction in the method of keeping strict and orderly accounts; the habit of which it might tend to create. Something of shoemaking, tailoring, and carpentering, might be occasionally taught out of school-hours; the two first, for a very moderate remuneration, by persons disabled for any better employment; the last by the schoolmaster himself. Many of the miners now learn to mend their own shoes and those of their family; some few are able to mend their own clothes. The opportunity of learning thus much of those trades for future domestic use might operate as an additional inducement with some parents to send their children to school.

Among the greatest advantages which would result to the labouring population from the improvement of the elementary schools would be that of the more complete and practical training of the female children. These can seldom write, and not often read. At the period of marriage they are rarely able to make their own dresses, and are often unable to sew. Of other female duties they know very little. If, from various causes, the old domestic sources of instruction in these simple matters no longer exist, their place cannot be too soon supplied by other means. A skilful mistress, when residing in a building attached to the day-school, has opportunities of imparting just notions and habits in regard to many details of domestic management, together with practical lessons in keeping accounts; while, at the same time, appropriate industrial teaching of other kinds, and a due proportion of mental cultivation, are not neglected. In the less laborious parts of garden culture the girls would usefully participate.

The comparatively full and regular attendance of children at the few elementary schools at which the opportunities of good instruction are somewhat improved, and the payments continue moderate, together with the slightly increasing attendance of adults at the evening-schools opened by the masters of a portion of them, may perhaps be noticed as favourable indications. It is probable that advice and encouragement from the proper quarters might do much to foster this disposition. From no quarter would suggestions of this nature come with more effect than from the mine agents. The influence of this intelligent body of men is great. On their judgment and skill depends for the most part the whole arrangement of each mine. Their opinion is taken with regard, among other matters, to the direction in which the lode is to be followed, the levels which are to be driven, and the shafts sunk, in searching for ore, or opening communications, the machinery

required, and the most desirable spot for its application, the number of men to be employed, and the sum per fathom or per cent. on the produce of the ore, which, after personal inspection of the work to be done, it appears reasonable to offer. It is a part of their duty to become acquainted with the character of the men, and their skill as workmen. Having, in general, been working men themselves, they have acquired a thorough knowledge of all the details of a miner's life. Their natural intelligence and ability are not more conspicuous than the considerate benevolence which they show, as far as opportunities offer, towards the sick or convalescent, towards the children of the disabled, or of those otherwise placed in difficulties, in cases which admit of judicious interposition.* Whatever measures have in view the benefit of the labouring miner or his children must at first owe much of their success to the representations and encouragement of the mine agents, whose opinions have naturally much weight with those under them. And although the varieties of opinion were great among them, as to the necessity or value to themselves or their employers of a higher degree of scientific instruction—opinions natural to men who, with so small an amount of science, have succeeded, by natural intelligence, long experience, and at great cost to their employers, in raising the mines to their present state—I found no difference of opinion as to the necessity and value of an improved kind of elementary schools. Some characteristics of the county seem also to afford ground to hope that encouragement and aid from other classes would not be withheld. In any matter which recommends itself to the general opinion of the county, a unity of action among all classes appears still to be occasionally manifested. In such cases the Cornish motto, "One and All," may be recognised as still possessing some degree of vitality. In binding society together by the ties of common feelings and mutual understanding, it may be asserted that no institutions would have a much more effectual influence than well-devised elementary schools; by manifesting to the labouring classes an interest in their welfare and a sympathy with their wants—by aiding them to acquire just principles, clear knowledge, undebasing enjoyments—by giving a right direction to their good qualities and their virtues, and by assisting them to obtain dominion over their vices. This county is still apparently in the position that evils may here be checked at their birth which elsewhere are threatening to disturb the social system. Nevertheless, general causes, which perhaps reach remote localities last, do not cease in their advance towards them, and signs of uneasiness and dislocation have not been wanting even here.

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* It is necessary to record the impression that the smaller mines were unfavourably distinguished from the larger, both in respect to the quality of the superintendents, and the attention paid to the condition and comforts of the men.

The attention of the county has been lately much directed to an important branch of education, by a proposal submitted to the mining capitalists by an Honourable Baronet, Sir Charles Lemon, one of the members for the western division of the county.

In order to present this proposal in its proper light, it is requisite briefly to state some circumstances connected with its origin.

In the year 1834 a sum of 4000*l.* was raised in the county by subscriptions to perpetuate by some public testimonial the memory of the late Right Honourable Lord De Dunstanville. The mode of applying this sum became a matter of discussion, and it was suggested by Sir Charles Lemon that a portion of it should be devoted to founding an elementary school, in which those branches of science should be taught which were most applicable to mining operations. Some formal difficulties, however, prevented the execution of this project; and Sir Charles Lemon, impressed with the desirableness of providing improved means of scientific instruction in a country which depended so directly on science for the maintenance of its prosperity, volunteered to take upon himself the expense of supporting for two years, as an experiment, a school in which instruction should be given by superior masters on the subjects of the greatest practical utility in the pursuits of mining. Accordingly, in the beginning of 1839, a prospectus was distributed in the mining districts, signifying the amount of preliminary acquirement which would form the necessary preparation for the principal course, proposed to be commenced at Truro in the month of July in that year, by Professors Hall and Moseley, of King's College, London, and in the chemical department by Mr. Prideaux, of Plymouth. The preparatory instruction was to be given at Truro by a gentleman (Mr. Dickinson) well versed in the practical applications of science. It comprised algebra, the elements of geometry, practical land and mine surveying, and the construction of geological plans and sections; and the time occupied in each year by him was nearly three months. The fee for the course was one guinea. It was attended by 16 boys. The first principal course, from the beginning of July to the end of September, 1839, was attended by 16 boys. The second, during the same months in 1840, by 13 boys. The payments for these were 6*l.* each. Board and lodging at houses in the town, carefully selected by the governors of the school, were a further charge to each boy of about 7*s.* per week. At the termination of the second principal course, a public examination took place at Truro on the 4th September last, in the presence of several scientific persons, the greater part of whom were engineers, or otherwise connected with mines. The ages of the boys were from 13 to 16. The amount of instruction which had been generally received previously to their attendance on Mr. Dickenson and the professors was chiefly confined to the four first rules of arithmetic, with some knowledge of fractions. Copies of the printed order of examina

tion, and of the list of subjects, are given in the Appendix (A and B). The questions selected by the committee, by whom alone the blanks were filled up and the terms chosen, and to which, during the three hours allotted to the examination, the answers were returned, are shown in the paper marked C (Appendix).

The rapidity and accuracy with which these results were worked out was highly satisfactory to those present, and valuable in another point of view than merely as a test of intellectual proficiency. It afforded an example of what could be effected in a short time with boys of the class to which they belonged by the careful and able teaching of superior masters.

At the conclusion of the examination a letter (Appendix D), "To the Lords, Adventurers, and others interested in Mining and Civil Engineering," was read to the meeting. It will be seen that this letter contains the munificent offer of bequeathing 10,000*l.*, or if necessary 20,000*l.*, for the endowment of a mining-school at Truro, with the further offer of a sufficient site for the building, and 500*l.* to the building fund. It proposes also that a trifling tax, limited in its operation to 12 years, should be levied on the metallic minerals of the county, to make temporary provision for the salaries of the professors, and for current expenses.

The letter marked E (Appendix) will show the result of the application to the Adventurers at their several meetings, with the view of ascertaining their opinions on the above proposal, and why, after their reply, it was not thought necessary to make any application to the Lords of mines. The paper marked F (Appendix) shows the manner in which it was proposed to constitute the governing body of the school; a part of the plan which seems to have been approved of. I am enabled to state that the tax in itself, and in its unequal operation on Lords and Adventurers, is almost exclusively the ground of objection assigned by the Adventurers in the answers returned. A majority of the Adventurers having declined acceding to the proposed tax, and Sir Charles Lemon's offer having been in consequence withdrawn, it may not perhaps be undesirable to advert to a few of the opinions and reasonings which prevailed on the subject. With these I became acquainted in the course of my inquiries into the state of the elementary education of the mining population, during which I was led into frequent communication for some weeks with individuals of all classes engaged or interested in mines, among whom the proposed school, and the generous offer of Sir Charles Lemon, were questions of frequent consideration and discussion.

An appreciation was discernible of the greatness and liberality of intention which proposed to dedicate so ample an offering to the service of the county. It did not appear that, considering to how great a degree the existence of the mines in their present state resulted from the application of science, there was any strong feeling against enlarging the opportunities of its acquirement.

If such a feeling exist at all, it may be expected rapidly to give way to a conviction, commonly expressed, that increasing foreign competition, and the increasing depth of the mines, present to the Adventurers the imperative necessity of seeking for and applying every new aid that science can afford. The subjoined extract from a published letter appears to place in so clear a light the practical advantages which might be expected from the application of a higher degree of scientific knowledge to mining and its kindred operations, that it may be allowable to insert it in this place:—

"We might well hesitate to encourage the proposed course of instruction, if it were not eminently practical in its nature, instead of that which is merely conventional or speculative, and too often relied on. Can we have too many facilities for distinguishing the different strata in their mineralogical relations, for ascertaining the direction and contents of the included veins, the nature of their produce, and the most efficient mode of exploring them? The drainage, whether by steam or water power, including the dimensions and placing of the engine, the economy of fuel, the preservation of the boilers, and the arrangement of the pit-work, to be accomplished with certainty, must be founded on sound mathematical and mechanical, and, I might add, chemical principles. And when the strength of materials shall have been correctly calculated, and the sinking of shafts in the right places, the blasting, lighting, and ventilation of the mine, and the descent and ascent of the miners perfected, and the ores are at length "at grass," can we yet decide on the best mode of dressing them? Can no improvements be made in crushing, stamping, or calcining? Can we from practice, or from any analytical skill at hand, at once determine what ores are sufficiently rich in iron, manganese, silver, arsenic, cobalt, chrome, zinc, or sulphur, to warrant our pursuit or selection of them? The best mode of separating many of these substances, to say nothing of the smelting of our inferior copper ores, is still to be learned. Has not Pattison, by his scientific skill, added more than 20,000*l.* per annum to the value of the lead ores of England, and reduced the expense of extracting the silver by two-thirds? I assert, without fear of contradiction, that, however desirable the division of labour, and however conversant the mine agent may be with a few or more of his pursuits, circumstances constantly arise in which his experience alone will not guide him.

"I gladly admit that many of our engines and mining works, partly the result of the strong necessity, and the enormous expenditure, and the scale in which innumerable trials were made, are models for imitation, and that we possess many men of genius and industry who, after having laboriously groped their way for years, have given to their undertakings the touches of a master's hand. But in the interval how much has been lost to the county in the relinquishment of deep mines! And if we could analyze the long

mental process, it would be seen how largely these men had imbibed, from time to time, the important truths developed by educated minds of deep thought.

"It must not be forgotten that this experience has often been obtained at a great expenditure of life, time, and money. If, in the healing art, the uneducated at length attain considerable proficiency, still the veil must be drawn over the death and suffering which marked his progress; so in mining, the apprenticeship has often cost the Lords the abandonment of valuable veins, and the Adventurers sums varying from 100*l.* to 5000*l.*, and without the benefit to be derived from communicating generally the causes of failure or ultimate success."

No serious doubt seems to be generally entertained, that, if to the advantages of long and daily experience were added the guidance and assistance derivable from an exact and extensive knowledge of the principles of many branches of science, a large number of those engaged in mining, or in matters connected with it, would be armed with an increased force, most useful in reference to their own immediate objects, and opening the most direct way to future improvements.* The expressions of dissent from the proposal of Sir Charles Lemon appeared to be chiefly directed against the mode suggested for providing those increased facilities. It has been seen that the small temporary tax has been to a great extent the alleged ground of its rejection. Other reasons, which need not be here stated, were probably felt to operate toward the same end. As to the sources from which any schools, elementary or scientific, of enlarged scope and on improved methods, might expect to derive adequate and permanent support, opinion was not matured. It is very doubtful whether a certain and adequate amount of income could be insured to them from voluntary payments. It might be expected, for some time at least, to be rendered precarious by the indifference of the greater part of those for whom a better kind of instruction was most required, by their unwillingness, notwithstanding the advice and encouragement that might be offered, to make a sacrifice for such an object, and by the great and continued fluctuations to which it has been shown that, from various causes, the earnings of the labouring miners are liable. But on a question with respect to which such difference of opinion still prevails among the parties interested, it is perhaps most advisable to abstain from entering further into details. The expression of an earnest hope may, however, be

* It may be mentioned, in illustration of the present deficiency of regular scientific instruction in the county, that, an endeavour having been recently made to procure from among the Cornish mining population a young man possessing competent theoretical as well as practical knowledge, to be attached, as geologist and practical miner, to the commercial expedition about to proceed to the River Niger, no one having the requisite qualifications could be obtained.

permitted, that a subject placed before the country in so favourable a light by the recent experiment of Sir Charles Lemon, and to the just appreciation of which he has already so generously contributed, will not be henceforward overlooked, although the Honourable Baronet's munificent offer towards the further prosecution of it has been necessarily withdrawn. By what instrumentality it may appear most expedient that the object aimed at should be attempted on any future occasion,—whether by means of an institution on the footing of the one lately proposed, in the locality there indicated, or in one nearer to one of the chief seats of mining operations,—it is not necessary here to express an opinion. It may be expected that an increasing conviction of the value of improved means of general elementary education, as well as of scientific instruction with reference to mining, will continue to direct the current of public attention towards, and more and more to mature, opinion with regard to these urgent and important considerations.*

I cannot conclude this Report without expressing my sense of the ready and obliging kindness with which my inquiries were seconded, often at much personal sacrifice of time and exertion, by all classes and individuals to whom I applied for information. I feel bound in an especial manner to acknowledge the attention of the clergy in contributing to make me acquainted with the educational, moral, and social condition of their respective parishes, and that of the mine agents, in freely laying open to me, and procuring from others, many and various particulars relating to the mines, and to those employed in them.

The observations which I have thought requisite to make on the information collected, and which I have now to request you to lay before their Lordships, will, I trust, be found strictly to be connected with, and to grow out of, the educational inquiry.

I have, &c.

(Signed) SEYMOUR TREMENHEERE.

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* I may be permitted to add a copy of a document, dated 1792, and signed by some of the leading mine adventurers of that day. It will be accepted as a proof that at that period science was cordially recognised as the best auxiliary and guide towards successful mining.

"At a meeting of several agents, captains, and others concerned in mines, and members of various societies formed *for the encouragement of science*, from which the community at large have received great advantage, it was submitted that a society formed for the general improvement of mining would not only cause the present mines to be worked in a better manner, but would tend to future discoveries, to the great emolument of the lords, *adventurers*, and the commercial interest of the county."

APPENDIX I.

A.—MINING SCHOOL, September 14, 1840.

Order of Examination.

1. A committee of the gentlemen present will be requested to superintend the examination.

2. The committee will select, with the concurrence of the meeting, from the printed list of the subjects of examination, those in which they are desirous to ascertain the knowledge of the students.

3. The professors will receive any problems which the scientific gentlemen present may be desirous to submit to the students, in respect to the subjects of examination which have been selected by the committee.

4. The professors, with the concurrence of the committee, will determine upon the forms of the problems to be submitted to the students, leaving the data on which the particular solution of each problem depends to be filled in by the committee.

5. The committee will fill in the data required for the solution of the problems determined upon by the professors, and in doing so will receive the suggestions of any of the gentlemen present.

6. The problems so completed will be read to the meeting.

7. The students will undertake (in writing), under the inspection of the committee, the solution of the problems proposed to them.

8. The meeting will separate, and will re-assemble at four o'clock to inspect the solution of the problems, and to receive the report of the committee upon them

9. The prizes will be awarded.

10. The proposition of Sir Charles Lemon, for the permanent establishment of a mining college in Cornwall, will then be read to the meeting.

B.—MINING SCHOOL EXAMINATION, September 14, 1840.

Mathematics.

1. The first four rules of algebra.
2. The extraction of the square root of algebraical expressions
   The greatest common measure.
3. Solution of equations, and of problems arising from them.
   1st, Simple and quadratic equations of one unknown quantity.
   2nd, Equations and problems containing more than one unknown quantity.
4. Arithmetical and geometrical progressions.
   Expansions by the binomical theorem; logarithms.

5. Given the earth's diameter, and the height of an object above the horizon, to find the distance of the visible horizon.

6. Given the height of the object, and the distance of a point of the visible horizon from it, to find the earth's diameter.

7. Definition of trigonometrical terms.

8. Formulas for the sine, cosine, and tangent of the sum, and difference of two arcs.

9. Given two sides of a triangle and the angle included, find the area of the triangle.

10. Given the three sides of a triangle, find its area.

11. The solution of right-angled and of oblique-angled triangles.

1st, Given two sides and the included angle.

2nd, Given two angles, and a side opposite one of the angles.

12. Application to heights and distances.

1st, Height of an accessible object.

2nd, Height of an inaccessible object.

3rd, Distance between two objects inaccessible to each other, but accessible from the point of observation.

4th, Distance between two inaccessible objects.

13. Examples of simple differentiation, vanishing fractions, maxima and minima.

Statics.

1. The principle of the parallelogram of pressures.
2. The principle of the equality of moments.
3. The resultant of any number of pressures.
4. The composition and resolution of pressures.
5. The centre of gravity.
6. Friction.
7. The pulley, and wheel and axle, taking into account the friction of the axes.
8. The equilibrium of a body on an inclined plane, taking into account friction.
9. The equilibrium of a pier.

Dynamics.

1. Definition of the unit of work.
2. To show that when m lbs. are raised n feet high, m multiplied by n units of work are done.
3. To show that the work done under a variable pressure is represented by the area of a curve, whose abscissæ represent the spaces described, and its ordinates the corresponding pressures.
4. To apply Simson's rule for finding the area of such a curve.
5. To find the number of units of work done upon the piston of a steam-engine, by the steam, at every period of the stroke when working expansively.

6. To explain fully the advantage of working expansively, and to calculate the amount of that advantage in any case.

7. Knowing the pressure of the steam before expansion, and the length of the stroke, to find the load upon the piston; and conversely, knowing the load and the expansion, to find the pressure per square inch before expansion.

8. Knowing the pressure per square inch before expansion, the vacuum resistance, the length of the stroke, and the load, independently of friction, to determine the friction, and to determine the friction of the piston separately.

9. Steam being admitted under a given load, at a given pressure, and cut off at a given point, to determine whether it will expand through the whole stroke.

10. Knowing the pressure at which steam is admitted, the point where it is cut off, the dimensions of the piston, the mass moved, and the load, to find the velocity of the piston at any period of the stroke, and its greatest velocity.

11. Knowing the section of a stream, and the velocity at the surface in the middle, to find the mean velocity.

12. Knowing as above, and the fall, to find the horse-power of a wheel of a given modulus, and the quantity of water which it will raise per minute, out of its own channel (above the fall) to a given height.

13. Knowing the lift and weight of each stamper raised by an engine or a wheel of given horse-power, and the distance from the axis to the extremity of each cap, to find the number of stampers which will be raised per minute, allowing for the friction of the cap upon the tongue of the stamper, and of the stamper upon the guides.

14. To determine the loss of work by the friction of the axis of a water-wheel, having given the height of the fall and dimensions of the wheel, and the distance at which the work is applied.

15. A body descends freely by gravity during any number of seconds; to find the space in feet through which it falls.

16. To find the velocity which a body acquires in falling through a given height.

17. A body whose weight is w moves with a velocity of V feet per second, to show that the number of units of work accumulated in it, is represented by $\frac{1}{2}\frac{w}{g}$ V 2.

18. Two balls of a given weight are fixed at the ends of a rod of given length, and made to revolve a given number of times per minute—what mean pressure are they capable of producing upon a punch which moves through a given distance?

19. A fly-wheel is of a given diameter and given section, and revolves a given number of times per minute; to find how high it is capable of raising a given weight by its accumulated power.

20. To find the number of units of work expended in raising material from any depth, including the weight of the rope.

21. To find the number of units of work expended in raising the materials of a structure, including the ascent of the labourers; to find the same in reference to the expense of raising the materials of an excavation by a shaft.

22. To calculate the expense of the excavation, the elevation, and the removal of materials by hand-barrows, having given the form of the excavation, the distance to which the materials are to be carried, and the relation of the number of picks required to the number of shovels.

23. To determine the expenditure of work in ascending an inclined plane subject to friction, and the expense per ton of such an inclined plane on a railway.

24. To determine the velocity of a train of given weight up an inclined plane, subject to friction, knowing the power of the engine.

C.

Professor Hall then read the following list of questions:—

The elevation of a tower is 30°, but if the observer advances 50 yards in a direct line to its base, the elevation is found to be 40°; find the height of the tower.

Find that number whose square root exceeds its fourth root by 12.

Explain the method of finding the distance between two inaccessible points.

The earth's diameter being 7980 miles, a spectator at the height of 250 yards sees the light of a lighthouse in the horizon, the height of the lighthouse being 20 yards; find the distance of the lighthouse from the observer.

Find by Simson's method the area of a curve line drawn freely upon paper.

Steam is admitted at the pressure of 30lbs. on the square inch, the length of the stroke being 6 feet, and the steam is cut off at 2 feet; compare the quantity of steam expended with what would have been expended had there been no expansion.

Steam is admitted at a pressure of 34lbs. per square inch, the stroke 11 feet, and the steam is cut off at one-fifth of the stroke, the diameter of the piston is 80 inches, the mass moved is 200 tons; to determine the greatest velocity of the piston and the velocity at 8 feet of the stroke.

There is an excavation 50 feet long, 18 feet wide, 12 feet deep, to be removed to 150 feet; 3 pickmen are required to 2 shovellers; required the number of barrowmen and expense of work at 2*s.* per day.

External diameter of a fly-wheel 20 feet, internal 19, thickness ·5 of a foot, it revolves 8 times in a minute; how high will it raise 100lbs.?

450 cubic feet of water run over a wheel 40 feet high; how many cubic feet of water will this raise to the height of 40 fathoms from top of fall, and how much is lost by taking it from the bottom, modulus ·7?

Two balls, weighing 1½ cwt. each, are placed at the ends of a bar 16 feet long; it is made to revolve 8 times in a minute; what mean pressure is it capable of producing upon a punch working through a quarter of an inch plate?

To determine the loss of work by the friction of the axis of a water-wheel, having given the height of the fall and the dimensions of the wheel, and the distance at which the work is applied, and supposing half the wheel to be filled with water.

There is an inclined plane whose inclination is 30°; it is of wrought iron, and a cubical mass of wrought iron, whose edge is 6 feet; what must the pressure parallel to the inclined plane be, and what must the least pressure be, to draw it up the inclined plane?

Let the mass of matter in the pit-work of a steam-engine be raised at the rate of 200 feet per minute, to find how high the body would ascend after the action of the engine had ceased: no friction.

A train, weighing 100 tons, is drawn up an inclined plane of 1 in 90, by an engine which works at 50-horse power, what is the velocity including friction?

There were other questions proposed and solved by the pupils, but we have not thought it necessary to state them, as they were not equally difficult or practically interesting with the above.

D.—To the Lords, Adventurers, Engineers, and others interested in Mining and Civil Engineering.

Carclew, September 14, 1840.

Gentlemen,—I beg to bring to your recollection the following declaration made by me in October, 1838, with reference to the establishment of a mining-school in this county:—"With a view to ascertain how far there is a real demand for such instruction, I will take on myself the expense and responsibility of an experiment for two years, if I should find, on considering its details, that my plan offers a reasonable prospect of success; and if at the end of the two years the county shall take up the subject and carry it forward till my death, I will endow the institution in such a way as shall afford a reasonable hope of its permanence."

One half of this engagement is now fulfilled, and it is for you to consider whether in any instances the instruction given in the mining-school is likely to be importantly beneficial to the students who have attended it, and to the great interests of the county. I must, however, remind you that this instruction has been hitherto

necessarily wanting in continuity, without which no education can be complete. But I have been compelled to make choice between two evils—broken time, or inferior masters, an interrupted course of study, or the loss of the assistance of men capable of impressing the county with the weight of their talents, and under whom there should be no risk of perpetuating mediocrity by the exhibition of a low standard of scientific knowledge. I have preferred to make the sacrifice of time; and I hope that the value of that sacrifice will be taken into account in estimating the proficiency of the students.

I now turn to the remaining part of my engagement, namely, that which is still prospective; and the following plan has suggested itself to me:—

1. That a college shall be erected at Truro, with an establishment of professors and tutors.
2. That for the requisite buildings a sufficient sum shall be raised by private subscription. I think that this sum should be about 5000*l.*
3. That for the salaries of the professors, and for the current expenses, a tax of one-half farthing in the pound sterling of value shall be levied on all metallic minerals throughout the county. The machinery for collecting this tax already exists; double the amount being now raised from the same source for the maintenance of the Vice-Warden's Court. I propose that the Bill legalizing this impost should be limited in its operation to 12 years; after which time other means may be found for the payment of the salaries.

My contribution to this undertaking shall be as follows:—

1. A sufficient site for the buildings.
2. Five hundred pounds to the building fund.
3. I will, as far as I am able, provide that a sum of not less than 10,000*l.* shall, at my death, be placed in the hands of trustees, for the use of the college; and should this sum ultimately prove insufficient for the purpose contemplated, I am willing to make it 20,000*l.* The laws respecting mortmain may prevent my making this bequest at the present moment absolute.

The Mining College being intended for the common benefit of a population professing different religious opinions, I think it best to state at once the principles on which it appears to me desirable that religious instruction should be conducted in it; and I feel myself especially called upon to make this statement now, lest it should be thought hereafter that I should have attached conditions to my bequest which were not contemplated at the present time.

That the college shall be essentially a Church-of-England establishment, the archdeacon of the district being *ex-officio* a member of the governing body, and a visitor of the college. That a knowledge of the Christian religion shall be required of all; but that perfect academical equality shall exist amongst the members of the college of whatever religious persuasion they may be.

That due provision shall be made for the religious instruction of those who belong to the Established Church in the principles of that church, and in conformity with her liturgy; but that Dissenters shall not be compelled to receive instruction in any doctrines, or to be obliged to attend any place of public worship, which their parents or guardians shall declare to be objectionable to them; provided always, that they do attend some place of public worship, and are, by their parents or guardians, placed under the superintendence of some minister approved of by them, who shall be responsible for their religious instruction, and shall certify to the same, as also to their attendance at Divine worship, to the governing body of the college; and that such certificate shall stand in the place of personal examination.

Some repugnance, I am well aware, will be found to the idea of a tax on the miners, however temporary; but an establishment, such as is contemplated, cannot prosper unless it be maintained by the county and at some public sacrifice; and the willingness to make this sacrifice is the test to which I now appeal, in order to determine the value and importance which, in the estimation of the county at large, belong to the object in view.

The above scheme for a college at Truro has been submitted to the Committee of Privy Council on Education, and to the Council of the Duchy of Cornwall, and has received from both their sanction and approbation. I have it also in my power to state that Her Majesty has been graciously pleased to signify her consent to the institution proposed, and has kindly expressed her hope that it may prove advantageous to an important class of her subjects in this her duchy.

It therefore only remains for the county to decide whether the advantages in prospect would be too dearly purchased by the temporary sacrifice to which I have referred; and steps will shortly be taken to obtain its decision, as a guide for future proceedings.

I have, &c.

(Signed) CHARLES LEMON.

E.—To the LORDS, ADVENTURERS, ENGINEERS, and others interested in MINING.

Carclew, December 12, 1840.

GENTLEMEN,—I am now in possession of answers respecting the proposed mining-school from a large proportion of the mines of the county. The dissents, computed according to the contribution of each mine to the Stannary Courts, are represented by the sum of 476*l.*; the total contribution having been, in the year ending March 25, 1840, 1976*l.* Other mines, not included in the above-mentioned dissents, have also passed resolutions adverse to the school, though they have not favoured me with an answer to my application to them; so that I may venture to assume that an absolute majority of the Adventurers have declared against accepting the offer made to them. Under these circumstances it is not necessary to make any application to the Lords of the mines, for it is only with the concurrence of both Lords and Adventurers that I should be willing to bring a Bill into Parliament placing any burden upon them; and no one, I trust, will accuse me of hastily abandoning a pledge by which I had bound myself if I withdraw, as I now do withdraw, my offer of contributing to the present establishment of a mining-school, and finally making an endowment for its maintenance hereafter. While this pledge existed, it was my duty, really and in earnest, to endeavour to persuade the county to accept an offer which I thought conducive to the prosperity of the mines; but it is far from my wish to press that offer on an unwilling recipient, or to set up the authority of my opinion against that of a majority of the Adventurers.

Here, then, my engagement and my responsibility end. But the experience gained may yet be useful. The time may come when the value of technical education will be felt and acknowledged; when it shall be thought of sufficient importance to justify a trifling tax; and when the county may be willing, by its own exertions, to support such a school as I have endeavoured to exhibit experimentally before it. With a view to assist any endeavours which may follow such a change of sentiment, I will take care that all papers and correspondence relating to the present undertaking shall be preserved in some place of public deposit, and rendered easily accessible whenever there may be occasion to reconsider the proceedings to which they relate.

I have, &c.

(Signed) CHARLES LEMON.

F.—The PREAMBLE and some of the CLAUSES of a BILL proposed to be brought into PARLIAMENT at the next SESSION.

WHEREAS the general prosperity of the county of Cornwall mainly depends on its mines: and whereas the application of science to the working of such mines, and to the construction of the engines and machinery used therein, has been and is a most desirable object, and highly advantageous, as well to the lords or owners of the soil as to the adventurers in such mines: and whereas it is expedient, for the better accomplishment of the said object, to establish at Truro, in the said county, a school or college for the especial instruction of such persons as may be brought up to professions connected with mining in the said county: and whereas it is necessary to make some permanent provision for the establishment and maintenance of such school or college,

1. Be it enacted, &c., That the registrar of the Court of the Vice-Warden of the Stannaries of Cornwall shall and may select from the list of miners for the time being, assessed to the support of the Courts of the Stannaries of Cornwall, under the provisions of an Act passed in the seventh and eighth years of the reign of King William the Fourth, intituled "An Act to make Provision for the better and more expeditious Administration of Justice in the Stannaries of Cornwall, and for enlarging the Jurisdiction and improving the Practice and Proceedings in the Courts of the said Stannaries," the names and localities of the 20 mines which, during the then next preceding two years, shall have been assessed in the largest sums of money towards the support of the said courts; and that he shall, on or before the day of , send to the head manager of each and every of the same mines a notice under his hand, requiring such manager, by and with the consent of the adventurers in such mine or a majority of the same, to make a return to the said registrar of the names of 20 persons to form and constitute the governing body of the school or college to be instituted and founded under or by virtue of this Act; and that, on receipt of such notice, the head manager of every such mine shall forthwith, and within days at the farthest, return and transmit to the said registrar a list containing the names of 20 persons accordingly.

2. That within days next after the receipt of such list as aforesaid by the said registrar he shall, by writing under his hand, summon the several persons named in the said lists so obtained from the said several head managers of such 20 mines, requiring the said several persons to assemble at the borough of Truro aforesaid, at a time (not later than days from the date of such summons) to be appointed by the said registrar, and at such place within the said borough as he shall name, for the purpose of their selecting from such list the names of 20 persons of those returned by the greatest number of

suffrages; and that the 20 persons so selected as last mentioned, together with the archdeacon of the county of Cornwall, and a head or rector, to be chosen as hereinafter described, shall form the governing body of the said school or college, and shall be styled governors.

3. That the 20 persons so chosen as last mentioned shall, immediately after their election, ballot for the order in which their names shall stand in the list of governors, and the first four on such list shall, at the expiration of each succeeding year, retire from the government of the said school or college, and their places shall thereupon, and from time to time, be supplied by the same process of election as hereinbefore described: Provided always that every person so retiring shall, nevertheless, be eligible for a governor at the next succeeding election, and in case of his being chosen shall be placed at the bottom of the list of governors.

4. That the governors so appointed and elected respectively as aforesaid shall, within days next after their appointment and election, meet in the said borough of Truro, at such time and place as may be found convenient to the majority of them, and elect a head or rector, whose duty it shall be, when present, to preside over all meetings of the governors; and that upon all divisions which shall take place on any question discussed at any such meeting upon which the governors shall come to a division, and whereon there shall be an equality of votes, he shall have a casting-vote; and that any of the said governors shall be considered a quorum, and be competent to transact business, and decide on questions brought before them.

5. That there shall be paid and payable one-half of a farthing in the pound sterling on the value of all metals and metallic minerals which shall be, from time to time, brought to sale in, or withdrawn from, any mine or stream-work within the said county of Cornwall; and that the same shall be assessed and collected in the same manner as the assessment of one farthing in the pound is now made and collected for the support of the said courts of the said Stannaries, under the provisions of the said hereinbefore mentioned Act of Parliament; and that the registrar for the time being of the Vice-Warden's Court aforesaid shall forthwith, after every such assessment and collection, pay over the proceeds to the treasurer of the said school or college for the use and maintenance of the same.

6. That every mine so being assessed at, and having paid, 10*l.*, or upwards, annually towards the funds of the said school or college, shall be entitled for and in respect of every 10*l.* of such annual assessment to nominate one student, who shall be admitted to the said school or college, and receive his education on the payment of such fee as shall be determined hereafter by the governors; and that two or more mines having paid together 10*l.*, or upwards, annually towards the said funds, and every single mine which shall,

for two or more years, defer the exercise of its power of nomination till its payments shall have amounted to 10*l.*, or upwards, shall respectively be entitled for every 10*l.* of such payment to nominate one student to be admitted and educated in like manner: and that every other student admitted into the said school or college, either on the recommendation of the governors, or in any other manner, shall pay the annual sum of *l.* towards the funds of the said school or college, in addition to such fees as shall be determined on as an annual payment by the students generally.

7. That this Act shall expire on the 1st day of August, 1853.

Name of Person or Mine.	Residence or Locality.	If by Proxy, name of Proxy.	Assent or Dissent.	Observations.

APPENDIX II.

SOME instructive evidence has been recently given by employers of labourers, in this and in foreign countries, on the influence of training and education on the value of workmen, and on the comparative eligibility of educated and uneducated workmen for employment.* I have been permitted to make use of a portion of it, bearing more particularly on the value of education to the workmen themselves.

One of the partners of a firm at Zurich, employing from 1500 to 2000 men, of various European nations, in their establishments in Switzerland, the Tyrol, Italy, and elsewhere, and having, therefore, "many opportunities of observing the moral and intellectual condition of working men, the natives of different countries, differently educated," gives this testimony:—

"From the accounts which pass through my hands, I invariably find that the best educated of our workpeople manage to live in the most respectable manner at the least expense, or make their money go the farthest in obtaining comforts. This applies equally to the workpeople of all nations that have come under my observation; the Saxons, and the Dutch, and the Swiss being, however, decidedly the most saving, without stinting themselves in their comforts, or failing in general respectability. With regard to the English, I may say that the educated workmen are the

* It is understood that it will shortly appear in a work about to be published under the authority of the Poor Law Commissioners.

only ones who save money out of their very large wages. By education I may say that I throughout mean not merely instruction in the arts of reading, writing, and arithmetic, but better general mental development; the acquisition of better tastes, and of mental amusements and enjoyments, which are cheaper, whilst they are more refined. The most educated of our British workmen is a Scotch engineer, a single man, who has a salary of 3*l.* a-week, or 150*l.* per year, of which he spends about one-half; he lives in very respectable lodgings, he is always well dressed, he frequents reading-rooms, he subscribes to a circulating library, purchases mathematical instruments, studies German, and has every rational enjoyment. We have an English workman, a single man, also of the same standing, who has the same wages, also a very orderly and sober person; but as his education does not open to him the resource of mental enjoyment, he spends his evenings and Sundays in wine-houses, because he cannot find other sources of amusement, which presuppose a better education, and he spends his whole pay, or one-half more than the other. The extra expenditure of the workman of lower education of 75*l.* a-year arises entirely, as far as I can judge, from inferior arrangement, and the comparatively higher cost of the more sensual enjoyment in the wine-house. The wine-houses which he frequents may be equivalent to the better public-houses in England." * *

"Is the superior general usefulness of the Saxon, or workman of superior education, accompanied by any distinction of superiority as to moral habits?—Decidedly so. The better educated workmen we find are distinguished by superior moral habits in every respect. In the first place, they are entirely sober; they are discreet in their enjoyments, which are of a more rational and refined kind; they are more refined themselves, and they have a taste for much better society, which they approach respectfully, and consequently find much readier admittance to it; they cultivate music; they read; they enjoy the pleasures of scenery, and make parties for excursions into the country; they are economical, and their economy extends beyond their own purse to the stock of their master; they are consequently honest and trustworthy."

A manufacturer employing a considerable number of mechanics in Manchester and London is asked—

"Are you aware of the habits of the educated and uneducated workmen, in respect to their habits as regards sobriety out of the works?—There is no doubt that the educated are more sober and less dissipated than the uneducated. During the hours of recreation the younger portion of the educated workmen indulge more by reading and mental pleasures; they attend more at reading-rooms, and avail themselves of the facilities afforded by libraries, in scientific lectures, and lyceums. The older of the more educated workmen spend their time chiefly with their families, reading and walking out with them. The time of the uneducated

classes is spent very different, and chiefly in the grosser sensual indulgences." * * *

"In respect to the conduct of workmen after their hours of labour, is there any expedient course which, upon experience, you can recommend for their improvement?—The main thing, it appears to me, for their social improvement is to provide for the occupation of their leisure hours; the first of these is to make the home comfortable, and to minister to the household recreation and amusement: this is a point of view in which the education of the wives of labouring men is really of very great importance, that they may be rational companions for men. In this point of view, also, I think it very important that whatever out-door amusements are provided should not be provided for the men alone, but rather for the men and wives together, and their children.

"Do you at the Lyceum make any arrangements for carrying out this principle?—Yes; we make a particular point of it. For example, a few nights ago a tea-party was given, to which the wives and families of the members were admitted, and at which there were various amusements. There was an exhibition of the musical glasses; there was also a piano for some instrumental and some vocal music; there were reading and recitations from favourite authors, and very great entertainment was given at a very cheap rate to 400 or 500 men, women, and children."

The Prussian system of education, or one similar, pervades Germany. With respect to the education or domestic training received by the best Scotch and English workmen in his employ, the gentleman above alluded to states:—

"The mechanics who come from Scotland, and the north of England, Cumberland, and Northumberland, have generally received a tolerably good elementary education. Those from Scotland have been generally educated in the parochial school; they read and write; they are in general good arithmeticians, and in many instances they have a knowledge of the lower branches of mathematics; some of them draw very well. The English workmen from the northern counties are similarly, but variously, and not so well educated as the Scotch, and I attribute it to the want of parochial schools, which in my opinion are invaluable in Scotland. The Irish mechanics that we have here are chiefly from the north of Ireland, and in point of school education they rank very nearly with the mechanics from the English northern counties, though they are somewhat lower in technical training as mechanics. The mechanics from Yorkshire, Lincolnshire, and the south of England, are below those of the northern counties, though they are very good mechanics.

"Are you aware whether in the northern counties in England, from which the better educated mechanics come, that better education arises from endowed schools, or from the better management of any endowed schools of the nature of the Scotch parochial

schools, or whether it arises from education obtained by the population in consequence of their perception of the advantages of education? — The better education in the counties of Durham and Northumberland does not arise from endowed schools, but from schools conducted on the Scotch parochial principle, and supported by the fees paid by the scholars, as also from the amalgamation of that part of the English with the Scotch population on the borders, and a similarity of habit or impression respecting the advantages of education. The parents of children in those counties are very generally aware of the advantages of the Scotch system of education."

A cotton manufacturer of Philadelphia, conversant with the manner of conducting manufactures in most of the manufacturing States, is of opinion that the superior condition and behaviour of the American workmen proceeds in a great measure from their superior education, their moral instruction, and temperate habits. He is asked—

"Have you any national system of education?—We have public schools, supported partly by State funds, and partly by bequests. All children have the privilege of attending.

"Do they, in point of fact, very generally attend in the manufacturing States?—They universally attend, and I think that information is more generally diffused through the villages and the whole community of the New England States than amongst any other community of which I have any knowledge.

"What is the general view taken of these schools by the manufacturers and persons of wealth in America?—From their experience they deem them of the greatest importance to the welfare of the State. They are encouraged by the State governments and all the leading persons of the State.

"How do the children whom you employ obtain education?—The manufacturers are always anxious that the children should absent themselves from the manufactory during two or three months of the year to attend the schools. The manufacturers very frequently suggest to the parents the necessity of the children being taken to school."

APPENDIX III.

THE preparatory mining-school near Camborne is so advantageously placed, in reference to a large mining population, that it may be desirable to notice an examination of that school, recently made, and of which I have been obligingly furnished with the following account:—

Extract of a letter from the Rev. J. Punnett, Vicar of St. Erth.

"You were correctly informed that I had lately assisted at an

examination of the school near Camborne, or, rather, of the boys composing the mining-class of that school.

"The subjects of examination bore more or less directly on mining operations and pursuits, such, for instance, as the solid content of excavations, and the cost of making them;—the force upon inclined planes of different inclination;—the strain upon ropes acting obliquely with a given force;—the pressure upon cylinders of different diameters;—the relative strength of timber, on its flat or edge, and the comparative strength of materials in general;—the conversion of the power of steam and water into corresponding horse power;—the weight and quantity of water in the lifts of pumps, &c. One of the boys, who had been at the school longer than the rest, I examined in algebra, as far as expansions by the Binomial Theorem. The questions, ranging, as you will see, over a considerable surface, were solved with rapidity and correctness, and, as we found upon investigation, with a due understanding of the principles upon which the solution depended. Plans and drawings of sections of mines, well executed by the boys, were suspended round the room. The collection of mathematical instruments is unusually large for a school of this description; and the pupils enjoy the great advantage of accompanying the master in his visits to the mines, where they are practically instructed in surveying and dialling. For their information in a branch of the miner's profession, upon which, as I know, from experience, singular ignorance prevails, he is collecting a series of specimens of the different varieties of ores and gossans; so that they may acquire a greater familiarity, so far as the eye can help them to it, with the metallic and mineral combinations.

"It ought to be stated that the school is in a very initial state, the greater part of the boys having been but a short time under instruction. Indeed, so little encouragement did the master meet with from those very persons (mine agents, for instance, and managers) who, one might have supposed, would most readily have availed themselves of such a superior practical education for their children, that, but for the kind interest and liberality of Lady Basset extended towards it, he must have relinquished his school altogether, and have engaged in a different employment to obtain a livelihood. Matters are, however, beginning to wear a more favourable aspect; a reaction, I believe, is slowly, but surely, taking place in the public mind; and parties who previously held back, and declined to countenance any improved system of mining education, are beginning to perceive that there may be some benefit derivable from a better and more advanced course of instruction in a profession which, one would think, as much as any other, if not more so, must be advantaged by the resources of science and sound philosophy."

GREENWICH HOSPITAL SCHOOLS.

CORRESPONDENCE.

No. 1.

Mr. R. More O'Ferrall to Dr. Kay.

Sir, *Admiralty*, 10*th August*, 1840.

I am commanded by my Lords Commissioners of the Admiralty to transmit to you a copy of a letter from the Governor of Greenwich Hospital, on the subject of the present management and system of education at the schools belonging to that institution; and I am to request that you will lay the same before the Committee of Privy Council on Education, and move the Committee to cause an inspector to be sent to Greenwich, for the purpose of examining and reporting on the state of the schools in question.

I am, &c.

To Dr. Kay. (Signed) R. More O'Ferrall.

No. 2.

Admiral C. E. Fleming, Governor of Greenwich Hospital, to Mr. R. More O'Ferrall.

Sir, *Greenwich Hospital*, 7*th August*, 1840.

I request you will be pleased to represent to the Lords Commissioners of the Admiralty, that since the schools of this establishment were remodelled, many highly important improvements in education have taken place, the subject has become much more an object of general inquiry and solicitude, and the advantages enjoyed by other similar institutions are here wanting.

I have made it my business to inquire strictly into this important subject, and my conviction is, that it may be very easily proved that the three schools here are very far in arrear of the majority of such institutions.

It would not be difficult to propose most important alterations, which, I have not the least doubt, their Lordships would immediately approve; but as it is necessary that this highly important matter should be approached with caution, in order to ensure the full benefit to the public as well as to the parents and children themselves, I request their Lordships will be pleased to direct a competent person or persons, of whom there are now many, to make

a strict and careful examination into the whole management of these three institutions, and to report what alteration in the system of education, discipline, clothing, provisions, and management may be requisite; with a view to ensure the pupils the best possible and most useful education for their rank in life, and to instil a due sense of morality, and at the same time effect the necessary saving of expense, which may be required to give these important objects efficacy. That such an investigation is imperatively called for will appear most evident by the examination lately made by their Lordships on the spot; but if any further proof were required it is only necessary for me to state that more than one-half of the boys of the Lower School cannot read, which is not to be wondered at, when there are only allowed two teachers for 400 boys; and when discharged from the establishment, at the age of fourteen, few, if any, are fit to enter the sea-service, either in the Royal or mercantile navy, still fewer are apprenticed to trades, and all being incapable of procuring a livelihood become a burthen on their friends, the parishes, or are driven to obtain it by dishonest means.

The case of the Girls' School is still more deplorable. They also are discharged at the age of 14, without any knowledge of those domestic duties which would fit them for service, with the exception of sewing; being thus incapable of relieving or assisting their parents, and not amenable to parish relief, they too frequently become abandoned, and finish at an early age a life of misery, which might have been avoided had they been left under the eye of their parents or natural guardians, where their natural customs would not have been altered by a removal from their native counties.

I have, &c.

R. M. O'Ferrall, Esq. (Signed) C. E. Fleming, *Governor.*

No. 3.

Instructional Letter to S. Tremenheere, Esq., Her Majesty's Inspector of Schools.

Committee of Council on Education,
Council Office, Whitehall, August 11, 1840.

Sir,

The Committee of Council on Education direct me to furnish you with the enclosed copy of a letter, which they have received from the Lords of the Admiralty, and to inform you that, being desirous of giving effect to their Lordships' wishes, my Lords have placed your services at their disposal, in order that by your assistance their Lordships may ascertain, for their own guidance, the state of the schools connected with Greenwich Hospital.

My Lords therefore request you to regard the enclosed letters as instructions from the Lords of the Admiralty by which

your proceedings will be regulated; and to understand that you will fulfil my Lords' wishes in acting under any further directions which you may receive from the Lords of the Admiralty.

In reporting the result of your inspection, you will address one copy of your Report to the Lords of the Admiralty, in accordance with whose instructions it will be drawn, and you will address another copy of your Report to the Committee of Council on Education, for their information.

I have, &c.

Seymour Tremenheere, Esq., (Signed) J. P. Kay.
Her Majesty's Inspector of Schools.

No. 4.

Dr. Kay to the Right Honourable the Lords of the Admiralty.

Committee of Council on Education,
My Lords, *Council Office, Whitehall, September* 9, 1840.

I have the honour to inform you that Mr. Tremenheere, one of the Inspectors of Schools aided by public grants, on being furnished with your Lordships' letter, dated August 10, 1840, as his instructions, proceeded to Greenwich Hospital, and has been for some time engaged, with the approval of the Committee of Council, in the examination of the Upper and Lower School connected with that Hospital, under your Lordships' authority. In accordance with my Lords' wishes, Mr. Tremenheere has addressed a Report to your Lordships on the state of these schools, and containing suggestions for their improvement, which he has this day placed in my hands, in order that I may transmit it to your Lordships.

I have, &c.

The Right Honourable (Signed) J. P. Kay.
the Lords Commissioners of the Admiralty.

No. 5.

REPORT by S. Tremenheere, Esq., on the State of the Schools connected with Greenwich Hospital.

Sir, *September* 9, 1840.

I was informed, by special instructions dated August 11th, that my Lords, in compliance with the wishes of the Lords of the Admiralty, had placed my services at their disposal, in order that by my assistance their Lordships might ascertain for their own guidance the state of the schools connected with Greenwich Hospital.

I was further requested to regard certain letters from the Lords

of the Admiralty to my Lords the Committee of Council, with copies of which I was furnished, as instructions by which my proceedings were to be regulated; and in reporting the result of my inspection, I was directed to address one copy of my Report to the Lords of the Admiralty.

In obedience to these directions I enclose a copy of my Report for transmission to the Lords of the Admiralty, together with this copy for the information of my Lords the Committee of Council.

The points to which my attention was drawn in the letters above referred to were—

1st. That a strict and careful examination should be instituted into the whole management of the schools of the Hospital.

2nd. That a Report should be made, pointing out "what alteration in the system of education, discipline, clothing, provisions, and management may be requisite, with a view to ensure to the pupils the best possible and most useful education for their rank in life, to instil a due sense of morality, and at the same time to effect the necessary saving of expense, which may be required to give those important objects efficacy."

To this order of inquiry I have adhered in the following Report.

I.—*On the present State of the Schools connected with the Royal Naval Hospital at Greenwich.*

These schools are for the gratuitous clothing, boarding, and instruction of the children of parents belonging to the naval and mercantile marine of this country. Their actual complement is 800 boys and 200 girls. The period during which they remain at the establishment varies from three to five years. They are divided into Upper and Lower School. The Upper School "consists of 100 boys, sons of commissioned and ward-room warrant officers; and 300, the sons of officers of the above or inferior rank, and of private seamen and marines, who have served, or are serving, in Her Majesty's ships; and of officers or seamen of the merchant-service."*

The Lower School "consists of 400 boys and 200 girls, the children of warrant (not ward-room) officers, of petty officers and seamen, and of non-commissioned officers and privates of the Royal Marines who have served, or are serving, in the Royal Navy."† The buildings appropriated to these schools are three large and handsome stone edifices, between the Hospital and the Park, standing each in its enclosure of garden and play-ground; the Girls' School being the centre building, and connected with the other two by a corridor on each side.

Lower School.—The boys at this school are admitted from 9 to 12, and remain till 14. The school-room is 100 feet by 29½, with a square of 25 feet in the centre of one side. All the classes are collected together in this room. The desks are disposed on

* Printed Regulations. † Ib.

Dr. Bell's plan. The books used are the Bible, Goldsmith's History of England, the Life of Nelson, Mrs. Trimmer's Abridgments of the Old and New Testament, Reading-cards, and two small Reading-books of the National Society, containing the Miracles and Parables from the New Testament. No maps are used, and the apparatus is confined to a black board, slates, and copy-books.

The ordinary masters for the Lower School are, the Lower School master and one assistant, but the latter office has been only recently filled up, having been vacant four months. There is a monitor and assistant monitor for each class, taken respectively from the first and second classes.

The monitors were able to read and to write decently, and had advanced in arithmetic as far as Fractions; but their knowledge of the meaning of words was very imperfect, and when called upon, during the examination of the lower classes, to assist in explanations, or to point out errors, it was not found that they were in any degree competent, or capable of anything more than giving aid towards the mere mechanical process of reading. They are employed for three months at a time, during which period they receive only occasional instruction with their classes. The number committed to their charge varies from about 20 to 40 boys between the ages of 9 and 13.

The classes were successively examined in the presence of the master, and also of the chaplain. The latter is designated in the Regulations as "Head Master and Chaplain," and his duties are thus described :—

"The Chaplain is charged with the whole system of instruction, both in the boys' and girls' schools. He is to use his best discretion in improving the plan of education hitherto pursued; he is frequently to visit and examine the progress of the children in the several schools, and to see that the masters, mistresses, and assistants diligently perform their duties; and in order that the monitors of the several classes may be rendered more competent to convey instruction to the other children, he is, at certain times, to class them together to receive instruction from himself; and, as the religious instruction of all the children must be a main object of his attention, he is to require from all the instructors under his authority the utmost attention thereto."*

The three lowest classes in the school, the sixth, seventh, and eighth, consisted partly of boys who had joined the establishment since the vacation, and partly of boys who had been at the school from four to six months. They were all engaged in learning to read small words on the spelling-cards, and to copy them on their slates, and in beginning to learn the arithmetic tables. The slightest possible progress had been made even by those boys who

* Regulations, p. .

had been from four to six months in those classes. It was urged that during the greater portion of that time they had been without the aid of the assistant master, whose duties are confined to the lower part of the school. In the second, third, fourth, and fifth classes, however, the boys in which had been at the school from one to three years, the progress was in all respects very unsatisfactory. In reading, none of those examined in the second class were capable of giving any explanation of the meaning of the words which they read. In arithmetic they had not advanced beyond the Rule of Three. In the classes below them the advance in arithmetic was still less; and, with few exceptions, there appeared to be an entire absence of any power to understand the meaning of some of the commonest words, or to show a comprehension of the very plain sentences of their lesson-books. Of the 36 boys present in the fifth class, 15, who had been at the school from one year to one year and 10 months, were unable to read. In the fourth class, three who had been at the school from a year to 18 months; and in the third class, eight, who had been at the school from two to three years, could not read. Sixteen, who had been there a similar time, could only read imperfectly. Of the 350 boys, the average number present at one time at the school, those who wrote small-hand on paper were 79 boys of the first class, and 34 out of 74 in the second; 113 in all.

It is not without considerable regret that I advert to the state of religious instruction in these schools. The classes were severally examined in the presence of the Chaplain, who was requested first to put such questions as, from his knowledge of the progress of the children, he deemed suitable to their capacities. I feel compelled, with much concern, to state that the degree of intelligence manifested on this important subject by all the classes below the first was of the lowest and most imperfect kind. The boys composing the three junior classes had, indeed, been but a comparatively short time at the establishment, but those from the fifth to the second class inclusive, had been under instruction there from one to three years. Fifteen boys, examined in the fifth class, were unable to answer some of the simplest questions relating to their religious belief, or to show that they understood the words of the Lord's Prayer. Of the six most proficient in this class in reading and arithmetic, one only could give any intelligent answer as to the first principles of religious knowledge.

In the fourth class eight were unable to give any proof of understanding the simplest questions relating to the meaning of the words in their catechism and the Lord's Prayer.

In the third class 22 were unable to mention any fact showing the most elementary acquaintance with the Bible history. The second class was but little removed from those below them in the ability to understand the meaning of what they could either read or repeat, or in the power of remembering the facts they had read of in the Old and New Testament.

It was satisfactory to observe that the first class, consisting of about 100 boys, under the immediate superintendence of the master, had derived some benefit from the instruction imparted to them. The mode of reading showed intelligence, as far as was consistent with a still imperfect knowledge of etymology. Some acquaintance with Scripture history was also manifested. The writing was good, and in arithmetic some had advanced to Fractions. In addition to the course enjoined by the regulations, the master had given to this class some instruction in English grammar. No geography whatever was taught, or anything that had especial reference to a seafaring life, except "the points of the compass." A selected number from this class, being required to write on their slates what they could remember of some of the simple narratives of the Bible history, were unable, with one or two exceptions, after an hour's trial, to express their ideas otherwise than in fragments of verses from the Bible, which occurred to their memory. These boys had been from three to four years at the school.

Medals are given as rewards for general good conduct. The punishments are chiefly corporal, and are publicly inflicted. The vacations are six weeks at Midsummer, and two at Christmas. All are allowed to remain whose parents are unwilling or unable to receive them. About 300 remain, on an average, in the three schools, under the supervision of only one instructor in each. The afternoon lessons only are required by the regulations to be omitted; but it appeared that, practically, the daily occupation of the children at those periods amounted to little more than attending prayers one hour each day. The half-holidays on Wednesdays and Saturdays are entirely unemployed in all the three schools. Neither is there any stated occupation for any portion of Sunday, except for the hours of attending the chapel.

No library is attached to the Lower School, consequently the boys have no opportunity of employing themselves profitably out of school-hours, should they be so disposed.

Industrial Occupations.—The regulations require that the boys of the Lower School should be instructed by the master tailor and master shoemaker, in rotation. With respect to the latter trade this injunction is entirely neglected. Two boys only attend the shoemaker's shop each day, and they are not taught any branch whatever of shoemaking or mending. In this shop one master and nine men are at work, making and mending shoes for the establishment at the high cost of 4*s.* 5*d.* per pair. The two boys sit with them in the shop, but are employed solely in sewing the small leather caps worn at the school. Even this small portion of instruction falls to their lot at considerable intervals of time. To the tailor's shop the boys go by detachments of 18, for three consecutive days. They are only taught to mend. The selection of the drafts from each class is left to the monitors alone, without any check upon its being made in due order.

Gymnastics.—These exercises, and the Drill, are performed by the boys of both schools very creditably. A portion of every day is given to them. The gymnastics are under the direction of the boatswain, and are well calculated to form a useful introductory training for some of the duties of a sailor. Among those who have been some time in training a remarkable degree of strength and dexterity has been developed. But the system at present pursued appears to require to be enlarged, and to receive a practical application, for which the vicinity of the river would afford the opportunity.

Girls' School.—Those present at this school were divided into four classes, three of which were able to write, and the first to read with some degree of propriety. With regard, however, to the capacity of remembering the facts, or explaining the meaning of the words which they met with in their reading, they appeared to be nearly on an equality with the boys of corresponding ages in the Lower School. None of the girls wrote small-hand on paper, and in arithmetic the point attained was a very low one. Their industrial occupations are not such as to give them much useful preparation for the duties incident to their condition in life. They are only taught to sew, and not to cut out or place work, or to knit or plait. The parts they take by rotation in the domestic duties of the establishment are such as to convey to them very little useful instruction. In their own school-house they clean the dormitories, dining-hall, &c. In the laundry they only fold the linen, and are not employed in washing. Their sole occupation in the kitchen is in cleaning. They are taught nothing of the plainest processes of domestic management. Their school library is very imperfectly provided with well-selected books. It was stated that those it possesses were very seldom used. Their time out of school-hours, on Sundays especially, is as unemployed as that of the boys. The matron, whose duties have reference to discipline and not to instruction, voluntarily teaches a few of the elder girls for an hour or two on Sundays.

Upper School.—The boys of this school are admitted between the ages of 11 and 12, and remain for three years. The dimensons of the school-room are similar to that of the Lower boys. The desks are disposed in a manner resembling Dr. Bell's plan. The books used are the Bible, Goldsmith's History of England, English Grammar, Guy's Geography, and Mr. Riddle's Course of Geometry and Nautical Astronomy. The apparatus consists of maps, black boards, slates, and copy-books. The masters are four, one for each division of the school. There is no class-room. About four-fifths of the school-hours are given to arithmetic, and to the course of geometry and navigation; the remaining time is chiefly devoted to writing. No attempt is made to teach more than the plainest principles of religious knowledge, or to impart more than a very trifling amount of geography or history. The

mode of conveying the very small amount of instruction that is attempted in the three last-mentioned branches consists, chiefly, in the master giving a brief lesson to some of the most advanced boys of his division, who afterwards communicate what they have learnt, as far as they are able, to the rest. With respect to this portion also of the establishment, I feel obliged to advert to the very slight attention paid to the religious branch of instruction. The standard at present prevailing in the school may be sufficiently indicated by the fact, that the elementary catechism of Dr. Watts forms part of the instruction on these subjects given to boys of 14 at the head of the first class.

The Lower division of the school, comprising about 150 boys, is under the sole superintendence of the second master, whose chief duty is stated to be to prepare his division, by a thorough knowledge of arithmetic, for passing to the Upper portion of the school. This appears to be effected with all those boys who have an aptitude for that branch of study with much skill and completeness. The attention of the other three masters is chiefly confined to that which is the main, and may indeed be said to be almost the exclusive, object of the instruction in this school, the course of geometry, plane and spherical trigonometry, navigation, nautical astronomy, a little map and perspective drawing, and the way to take sights and lunars. On this course it is unquestionable that a high degree of talent, zeal, and industry is brought to bear by the respective masters. The progress, therefore, of those boys who have taste and ability for these pursuits is, at the end of their three years' study, very considerable; and it is satisfactory to learn that this school has been the means of furnishing a large number of young men, well prepared in certain departments of their duty as officers, both to the naval and merchant service.

Its deficiencies, however, are great and obvious. Those boys who have no ability for a mathematical course leave the school with scarcely any acquirement at all. The great and almost excessive development given to the course of pure mathematics absorbs, under the present imperfect arrangements of the day, so great a proportion of the time appropriated to study, that very little attention can be paid to any branch of general instruction, and all practical application of the professional course is almost entirely overlooked. A training-school for future sailors ought manifestly to comprehend the groundwork of all the duties which a sailor may be hereafter called upon to perform, as far as they can be taught in a school, or by aid of the facilities which it may afford. Chart-drawing appeared to be the only practical branch taught within these schools, and this only by copying. Practice in laying down soundings, and in the general principles of hydrography, might be obtained with much ease on the river. Geography, so essential to a sailor, is necessarily most imperfectly taught in the Upper School, by reason of the very short time

devoted to it. In the Lower School it is entirely overlooked. No branch of Natural History or Natural Philosophy is attended to in either. No time is given to the study of the steam-engine, its powers, and uses, although its connexion with naval science has assumed a first-rate importance. The elements of gunnery and fortification, the detail of making and setting up rigging, practice in rowing or managing boats, might also very profitably engage attention at these schools. Other subjects might be mentioned, which will be adverted to in a subsequent part of this Report, where the measures considered necessary to bring these schools into a condition of efficiency will be stated more at large.

The library of this school contains a very fair collection of books of amusement; but it was stated that they were very seldom asked for, and that when given out they were frequently destroyed.

Discipline.—It did not appear that any greater disorder prevailed habitually in the boys' schools than arose almost necessarily from the very crowded state of both the school-rooms.

Out of school the masters are never present with the boys, the discipline being for those periods intrusted to a boatswain and four mates, two to each boys' school. This number is manifestly inadequate to the effectual supervision of so many boys, during the hours occupied each day with their meals and in the play-ground. The buildings are so arranged as to afford to the boys continual facilities for escaping all vigilance, and making their way into the town. A head-nurse and two assistants are also equally inadequate to the numerous duties required of them, in superintending the girls when not in school.

The gravest result of this state of circumstances is the frequent clandestine intercourse maintained between the boys and the girls. The building appropriated to the latter is between the other two. Doors open from it into and towards the corridors common to both. The play-grounds adjoin, and are separated from each other by no division in the slightest degree effectual. Receiving no lessons in common, not uniting at recognised periods in their sports or recreations, yet always within view of each other when in their respective play-grounds, they are constantly devising plans for surreptitious communications. This is the more naturally the case as many become well acquainted with each other during the vacations, or in going to or returning from their homes in the seaport towns. These journeys they perform in waggons and steam-vessels, in companies of 20 and 30 together, without any control, and passing often many nights on the road. No vigilance has therefore hitherto been able to prevent continual meetings taking place, especially during the winter evenings, or to check a system of correspondence, the evidences of which are frequently brought to light. The disorder and demoralization to which these circumstances give rise are subjects of great anxiety and regret to all the officers and authorities of the establishment, and a re-

medy is earnestly sought for. The conduct of the girls is represented by their female superintendents as marked with frequent insubordination, and as not less free than that of the boys from the vices of deceit, falsehood, and pilfering. No corporal or other punishment has hitherto been found effectual to put an end to these evils.

Dormitories.—These are inconveniently crowded, and those of the boys inadequately furnished with essential accommodations.

Ventilation.—The ventilation appeared imperfect in the dormitories, dining-hall, and school-rooms. There seemed also considerable imperfection in the means of warming the two latter.

With regard to general manners, habits, and respect for the property of the establishment, it appeared, both from observation and from the report of the various authorities, that the results were far from corresponding with what might reasonably be expected from the ample means devoted to the purposes of these schools.

II.—*Suggestions for their Improvement.*

In obedience to the desire conveyed in my instructions, I proceed to submit an outline and some leading details of an organization which, departing as little as possible from that which at present exists in these schools, may afford some probability of effecting a desirable improvement in the standard of morality and intelligence, and may, at the same time, impart an acquaintance with certain branches of instruction which bear reference to the probable future career of the class of children for whose benefit this instruction is designed.

The first evil to be dealt with is the extremely crowded state of the establishment. In the boys' dormitories their hammocks hang touching each other, and in a double tier, the higher being only about two feet and a half above the lower. The arrangement in the girls' dormitories is still more objectionable.

The schools are so crowded as very materially to interfere with the process of instruction; and in the dining-hall the boys are so close together, and the numbers so great, that due order can scarcely be expected to be attained.

Considering the evils which, under actual circumstances, have been found to result from the close contact of the boys' and girls' schools, and considering also that the disposition of the buildings is such that it is hardly practicable altogether to prevent the frequent occurrence of clandestine intercourse, a strong opinion appears to prevail that it will be necessary to discontinue the girls' school, and to offer to the parents who have claims on the institution the sum of 12*l.* per annum for a certain time, for maintenance and instruction, in the place of the advantages now offered at the school. These advantages cannot at present be

said to be great. In fact, inasmuch as these children learn very little in school, and scarcely anything of domestic employments or the rudiments of trades, which might make them correct in their habits, useful in their stations in life, or acceptable in any appropriate branch of industry; and as they are, at the age of 14 or 15, returned to their homes in the seaport towns with very little power of self-guidance, and no great prospect of receiving much useful aid in that respect from the examples around them, it has been seldom found that the opportunities afforded them at these schools have exercised, to any great extent, a beneficial influence on their future lives.

Two objections occur to the plan of discontinuing the girls' school and offering a certain sum per annum to the parents to provide maintenance and instruction at home.

1st. It appears by the accompanying Paper, marked A, that an arrangement was entered into on the 3rd May, 1821, by which the Directors of Greenwich Hospital engaged, in consideration of receiving the sum of 61,000*l.* Consols from the Royal Naval Asylum, to maintain and educate such children, of *either sex*, as may be recommended by the Committee for managing the Patriotic Fund, and come within the rules of that institution.

How far this arrangement would interfere with the one proposed, in respect of the girls eligible by virtue of it to the establishment, will remain for the consideration of the authorities of the Royal Hospital.

2nd. Taking into account the general habits of the class of society to which these girls belong, it cannot be considered very probable that they would receive much benefit from any sum placed at the disposal of their parents for their maintenance and education. They would, in all likelihood, remain, during the entire period of their parents receiving such sum, as much exposed to the vicious influences of the sea ports to which they chiefly belong, and would receive as few advantages with reference to their future lives; as if no such sum had been designed for their profit and advancement.

The removal, however, of this school from its present locality seems indispensable.

It may, perhaps, be thought worth while to consider whether it could not be re-organised, and established at some spot near London. A sound and useful course of moral and industrial instruction might there be given, which would effectually correct the habits acquired amidst early contamination, and prepare the children for situations and employments to which they might be removed immediately on quitting the establishment, the facilities for effecting which are probably greater in London and its vicinity than elsewhere.

The sum which might be available for such a purpose may be thus calculated. Taking the total cost of the school establishment at Greenwich in 1839, exclusive of the infirmary, as

19,736*l.* 5*s.* 11*d.*, and the average number on the books as 930, an average cost is given of 21*l.* 4*s.* 5*d.* per head.

The Girls' School, consisting of 200, and the annual cost per head being taken as 21*l.*, the whole annual cost of the 200 girls would amount to 4200*l.* Making the further deduction of 200*l.*, in consideration of some difference of expense between the boys' and the girls' establishment, the sum of 4000*l.* per annum would remain disposable for the support of a school of 200 girls.

If the Girls' School be removed their present building might be appropriated between the two Boys' Schools, relieving them of 100 each. This would still leave them too crowded, with a view to effectual discipline and instruction. I would suggest that the Upper and Lower Boys' Schools be limited to 250 each, and that the present Girls' School be superseded by one to be denominated the Middle School, and to consist of 100 boys of the same class as those constituting the Lower School. It is manifestly desirable that the whole course of training in these schools should partake largely of a professional character, while at the same time the claims of the religious and moral portion of instruction should suffer no neglect. Some care also may be bestowed on useful acquirements of a more general character. In the Upper School the navigation course may remain open to those who have ability for it, and who may be inclined to look forward to such employments as a proficiency in that branch may procure for them in the naval or merchant service. The construction and powers of the steam-engine might very usefully form a prominent subject of instruction at this school, with a view to lay the foundation of such knowledge as is required for engineers of steamships, for the management of machinery in dock-yards, or for the various processes of making and repairing engines. Book-keeping might receive some attention, together with such other points of information as may be requisite to the discharge of the duties of clerks on board ship, pursers, masters of vessels, or other similar employments. The gymnastic and professional practice is capable of much extension for the whole school, in the manner to be hereafter specified. The boys of the Upper School might, with advantage, be slightly distinguished in their dress, by an alteration in the cap, and a different button. The quantity of their diet might be slightly improved, and somewhat superior arrangements made for them in a separate hall. To this school those most distinguished for industry, ability, or good conduct might be removed from the Middle School; the boys of which might also wear a distinguishing button, and receive certain advantages of instruction which might make it an object of emulation among those of the Lower to be removed to the Middle School.

The entrance-hall of the present Girls' School might be the school-room for the Middle School, and other rooms in the same building might be available as class-rooms for the Upper School, and for other purposes.

Tables B, C, and D are intended as a sketch of a proposed routine of instruction and discipline for the three schools.

The position which this magnificent establishment holds is such, and its opportunities are so great and commanding, that it is not unreasonable to expect that under an amended system it would furnish to the naval and mercantile marine an annual supply of youths, fully trained in all the acquirements appropriate to their age and station, and so imbued with the naval spirit as to look to no other than a seafaring life as the result of their course of instruction at these schools.

This object would be further promoted by a revision of the regulations concerning the periods of admission and departure. The age of departure is at present between 14 and 15. Boys of that age are not arrived at sufficient strength to be useful on board ship, either in the mercantile marine or the naval service. Consequently it is said frequently to happen that on being returned to their parents and friends, who are seldom able to maintain them long in idleness, they are either put into some trade, by which whatever professional training they may have received is lost, or they fall into habits, to preserve them from which was, it is to be presumed, the first aim and intention of this establishment.

It is therefore recommended that, for the Upper School, the age of admission be from 12 to 13, and for the Middle and Lower School, from 10 to 12; the age of leaving the institution to be 15 for all, with discretionary power to the Governor to extend the period to the age of 16 in cases where it would seem to be for the applicant's advantage.

With respect to the industrial occupations mentioned in the Tables, it is to be observed that, so far as they relate to the ordinary manual trades and to domestic employments, they apply only to the boys of the Lower and Middle School, and are to be pursued by the whole of those boys in strict rotation; more for the sake of imparting to all a certain amount of skill and experience that may hereafter be of use in the course of service, than with the object of specific training to those trades, or of relieving to any considerable extent, by the profit derived from the boys' labour, the expenditure incurred on their behalf at the establishment.

It is recommended that no corporal punishment should be resorted to except in extreme cases, which are afterwards to be reported to the Governor; and that on the necessity arising a second time the boy should be dismissed. Ordinary punishments might consist of extra drill, fatigue duties, deprivation of walks and recreations, rolling the play-ground, solitary confinement, and confinement with labour, as at the Royal Military School, Chelsea.

On the supposition that, for the purposes of such amendments as have been indicated, the principles above proposed be adopted, namely,—

1. The removal of the Girls' School;
2. The separation of the Boys' School into Upper, Middle, and

Lower, and the limitation of their numbers to 250, 100, and 250, respectively;

3. The contingent extension of the period of quitting the establishment to the age of 16; but some little time would be required before these principles could be carried into effect;—

The steps requisite to be immediately taken would be,—first, to put a stop to the admissions to the Boys' Schools until the numbers were reduced to the point stated; secondly, to make inquiries and preparations, with a view to the removal of the Girls' School.

To carry out the system above mentioned, the following officers and servants would be required, according to the scale at present sanctioned:—

SALARIES.

	£.	s.	d.
Superintending Captain or Lieutenant	100	0	0
Head Master and Chaplain	268	2	8
Upper School:—			
1st Master	315	17	1
2nd do.	163	0	7
3rd do.	109	18	5
4th do.	89	18	5
5th do.	89	18	5
French Master	89	18	5
School Labourer	50	0	6
3 Mates	180	0	0
1 Mate 10*l.*, for gymnastics; another as Clerk of Chapel, 5*l.*	15	0	0
1 Dormitory Labourer, assisted by School Labourer	50	0	0
Middle School:—			
1st Master	163	0	7
2nd do.	109	18	5
1 School and Dormitory Labourer	50	0	0
Lower School:—			
1st Master	163	0	7
2nd do.	89	18	5
3rd do.	89	18	5
4 Mates (for Middle and Lower School)	240	0	0
2 School and Dormitory Labourers	100	0	0

	£.	s.	d.	
Organist	45	17	0	
Master Tailor	90	0	0	
Master Shoemaker	70	0	0	
Porters	140	1	4	621 8 3
Stove Labourers	75	0	0	
Infirmary Labourer	13	13	9	
Boatswain	105	1	6	
1 Female Cook	45	17	4	
1 Assistant	35	17	4	

	£.	s.	d.
Carried forward	3148	19	2

Brought forward	£3148	19	2
1 Head Infirmary Nurse	45	17	4
2 Infirmary Nurses	74	5	8
1 Infirmary Cook	35	2	10
1 Helper (Female)	18	5	0
1 Labourer (Pensioner)	12	0	0
1 Head Laundress	45	17	4
2 Assistants	71	14	8
Total Salaries . . .	£3,451	5	0

The total salaries, wages, and allowances at present being 3539*l.* 19*s.* 8*d.*, the difference is only 88*l.* 14*s.* 8*d.* in favour of the proposed new arrangement; the deductions made severally on the presumed removal of the Girls' School, on the reduced number of the boys, and on the supposition that in the Middle and Lower School the boys would perform a great part of the domestic work themselves, being nearly balanced by the increased number of masters and mates necessary to raise the standard of the instruction, and to maintain a more vigilant superintendence. It remains, however, to be stated that the scale of salaries, which has been adopted from that now in force, appears, under many heads, to be much too high, and would call for reduction, on vacancies occurring, if not before, to an extent more than sufficient to cover any cost which has not been taken into this account, consequent on the increased demand on the time of the masters, on the disuse of the girls in mending, and of the nurses in mending and superintending the linen, and performing other domestic duties which must be provided for. It may also be a question for consideration whether a more satisfactory arrangement might not be made for an adequate and constant superintendence of the establishment, and whether some of the inferior offices might not be modified or dispensed with.

The reduction of 200 in the number of the boys would give the following result:—

	Per Annum.
Present cost of 930 children, say . . .	£20,000
Deduct salaries, the amount being nearly the same in both cases	3,500
	£16,500

This gives, for the present annual cost of each child, exclusive of salaries to masters, &c., the sum of 17*l.* 6*s.* 6*d.* All other expenses remaining the same, the reduction of the number of boys by 200 would, therefore, if taken at 17*l.* per head, cause a saving to the establishment of 3400*l.* per annum.

This sum would amply cover any additional cost consequent on the separate establishment of the Girls' School, and on the alterations proposed for the Boys' Schools.

The detail of expenditure for the altered numbers would probably, on an accurate revision, be found susceptible of some reductions. The article of clothing may be particularly specified. No inconsiderable portion of the work now done by hired labour would, after some practice, be executed by the boys. At Chelsea 40 boys in rotation of alternate days, 20 on each day, make the shoes for the whole number, 850; the leather being supplied by contract, ready cut into patterns and sizes. All that the boys could not make might be supplied by contract.

With reference to the alterations which it appears desirable to adopt forthwith, the following suggestions are offered:—

1. That two masters should be added to the Lower Boys' School, and the arrangements of desks, &c., accommodated to an improved method of instruction.

2. That one master be added to the Upper School, and a class-room if possible be provided.

3. That four mates be added, two to each of the Boys' Schools.

4. That a shoemaker's shop be provided capable of accommodating a master shoemaker and 25 boys.

5. That a brig's mainmast be set up and rigged, bulwarks set up, and four small guns with tackling provided.

6. That a small sailing-vessel and two boats be provided for practice on the river.

7. That a shed be erected for knotting, splicing, making, and fitting rigging, sail-making, and other points of instruction useful to a sailor. A machine for rope-making on a very simple construction may be seen at the establishment of the Children's Friends' Society, Hackney Wick, if it is considered desirable to introduce this branch.

8. That a triangular swing and parallel bars be added to the gymnastic apparatus.

9. That the broad-sword or stick exercise be taught by the boatswain.

10. That maps, books, and proper apparatus be furnished for the Lower School, and that a small lending library be formed in that school.

11. That the means of preventing unlawful egress from the playground be provided by iron rails on some of the walls, or other methods.

12. That the dormitories be properly furnished with essential accommodations.

13. That in the Lower and Middle School, with a view to infuse, at the earliest possible period, the spirit and the habits of a naval life, the whole routine of discipline should resemble, as far as possible, that which exists on board ship; that the boys should be piped by the boatswain or mates to their various duties; that they should at stated times, and under the direction of the mates, arrange their hammocks, clean their dress, their dormito-

ries, hall, school, and other parts of the establishment; be divided at meals into messes, each having its captain, responsible for the order and decent behaviour of the mess; and in all respects become habituated, under a system mildly and firmly administered, and by moral influences to which the constant presence of a master would be expected to contribute, to the rudiments, as it were, of that mode of life which is to occupy their future years.

14. That no change of place, either in the school, or to or from the school, hall, chapel, gymnastic ground, or dormitories, should be made, except by command and in marching order.

15. That the playgrounds be put in order by being covered with a mixture of chalk and gravel, and well rolled.

16. That no perquisites be allowed to any of the servants of the establishment, the waste materials being taken off by contract.

17. That the master tailor and master shoemaker should have the same authority as the mates, and that on an opportunity occurring the places of those at present acting in that capacity should be filled on a much smaller salary by petty officers or serjeants from the naval or marine service. Well-selected pensioner shoemakers and tailors might be added to the establishment.

18. That the cost of shoes, or any other property found to have been wilfully destroyed, should be replaced, as far as possible, by the parents of the offender. It is stated that destruction has occurred to a great extent in the article of shoes; and if the annexed return be correct, upwards of four new pairs of shoes have been annually issued to each child, on the average of the last three years.

Pairs of shoes issued on the average of the last three years:—

Boys	3256
Girls	670
	*3926

It would seem desirable that a restriction should be put upon the issue, and that all required by each boy beyond a certain number per annum should be paid for.

19. That large washing-tubs, as in use at the Chelsea Schools, be provided for tub-washing in winter.

20. That the ventilation of the odrmitories and the school-rooms, and the mode of warming the latter and the hall, be improved.

21. That the absence-roll be made up more frequently during the day.

22. That every Sunday be employed as indicated in the table of routine; and that as many of the arrangements there pointed out for the other days of the week be forthwith followed as the crowded state of the establishment will permit.

* 3926 ÷ 930 = 4·2.

23. That one master be, if possible, always present with the boys out of school-hours, with a view to exercise a proper moral influence over their manners and habits. The mates might be required to aid in the same object, and might in future be selected with reference to the zeal and intelligence which they are likely to display in the very important office of contributing, by a firm, temperate, and conciliating demeanour, to improve the habits and form the character of those under their charge.

I have the honour to be,

Sir,

Your obedient servant,

(Signed) SEYMOUR TREMENHEERE.

APPENDIX A.

Mem.

Lloyd's, 22nd July, 1806.—40,000*l.* contributed to the R. N. Asylum, upon condition that the Directors undertake "to maintain and educate such children of *either sex* as may be recommended by the Committee for managing the Patriotic Fund, *and are within the rules of that Institution.*"
Accepted 6th August, 1806, by the Directors of the R.N. Asylum.

Lloyd's, 31st January, 1821.—The Patriotic Fund Committee agree to the union of the R. N. Asylum with the School of Greenwich Hospital, provided "the purposes for which the money was originally given will be duly performed."

30th April, 1821.—Letter from the Secretary of the Patriotic Fund Committee, stating that the Directors of the R. N. Asylum engaged to retain children recommended by the Committee under 14 years of age.

3rd May, 1821.—Reply from the Secretary of Greenwich Hospital, acquainting the Committee "that the Directors hold themselves engaged to receive all such children as may be recommended by the Committee of the Patriotic Fund for admission," but expressing a hope that the Committee will be guided as far as practicable by the limitation as to age in the regulations.

(Signed) JOHN A. LETHBRIDGE.

APPENDIX B.—SCHOOL

Hours.	All.	Classes.	Monday.	Masters present.	Tuesday.
½ p. 5 to ¼ p. 6	Rise and Wash	..	. .	. .	. .
¼ p. 6 to ½ p. 6	Prayers and Hymn	..	. .	. .	. .
½ past 6 to 8 .	. .	1 2 3 4	Navigation course . ,, Algebra and mensuration . . . . Arithmetic . . .	Hours. 1st, 1¾ 2nd, 1¾ 3rd, 1¾ 4th, 1¾	Same as Monday
8 to ½ past 8 .	Breakfast.				
½ past 8 to 9 .	Playground.				
9 to 10. . .	. .	1 2 3 4	Writing . . . . Elements of linear and perspective drawing	5th, 1 4th, 1	Drawing, in connexion with the theory & practice of ship-building. Elements of fortification . . . . . Writing . . . .
	10 min. out of school at ½ p. 11.				
10 to 12 . .	. . . . .	1 2 3 4	Same as from ½ past 6 to 8	1st, 2 2nd, 2 3rd, 2 4th, 2	Same as Monday . .
12 to 1. . .	Drill & gymnastics . .	..	. .		
1 to ½ past 1 .	Dinner . .	..	. .	5th, 1	
½ past 1 to 2 .	Playground .	..	. .		
2 to 3 . . .	. . . . .	1 2 3 4	French . . . . Religious instruction ,, ,,	Fr. 1 1st, 1 5th, 1 3rd, 1 5th, 1	Religious instruction Geography . . . French . . . . Natural history . .
	5 minutes out of school at 3.				
. . .	. .	1 2 3 4	Geography . . . French . . . . Grammar and etymology ,,	1st, 1 Fr. 1 2nd, 1 3rd, 1 5th, 1	General history . . Geography . . . ,, Religious instruction .
	100 boys . .	..	Exercise on the masts, gun-drill, and sword-exercise	4th, 1½	Singing lesson . .
¼ p. 4 to ¼ to 6	100 ,, . . .	..	Singing lesson . .	5th, 1½	Mast and gun-drill, &c.
	30 ,, . . .	..	In work-shed, in knotting, splicing, making, and fitting rigging, &c.	. .	15 boats . . . . , work-shed . . .
	15 ,, . . .	..	In Boats	. .	Work-shed.
	In winter, the out-door practice to be from 2 to 4, and the afternoon school from				
6 to ½ past 6 .	Supper . .		. .	2nd, 2; 3rd, .	
½ p. 6 to 8 .	In summer.—Recreation, cricket, land-surveying, walks with masters.				
½ p. 6 to ½ p. 7	In winter.—In school, reading, writing, drawing, singing for amusement.—Every				
½ past 7 . .	Prayers and Hymn.				
8	To dormitories.				

1st Master engaged 6 hours; 2nd, 6 and 7 on alternate

The lessons of the afternoon school are so arranged as to give some relief to the 1st, 2nd,

ROUTINE for UPPER SCHOOL.

Wednesday.	Thursday.	Friday.	Saturday.	Sunday.
. .	. .	. .	. .	Rise at ½ past 6.
History and powers of the steam-engine, gunnery, and elements of fortification. Elements of natural philosophy . . .	Same as Monday	Same as Monday	Same as Wednesday . .	¼ past 7 to 8 special religious service, with appropriate singing.
Same as Monday.	Hydrographical drawing . .	Same as Tuesday	Same as Thursday	9 to ½ p. 10 lectures, and learning Catechism, psalms, and collect by heart.
,,	Same as Tuesday	Same as Monday	Same as Tuesday	
. .	. .	. .	. . .	11 to 1 chapel.
General history .	Geography taught in connection with the physical and social characteristics of each country	Religious instruction	French	
,,	Religious instruction	French . . .	Geography	
Grammar and etymology	French . . .	Religious instruction	Religious instruction	
,,	Religious instruction	Natural history	Grammar and etymology .	
Geography . .	Natural history .	French . . .	Natural history	3 to 4 chapel.
General history .	,,	Religious instruction . . .	French . .	
French . . .	General history.	Geography . .	Natural history.	
Natural history .	,,	General history.	,,	
1st, 50 work-shed & boats . . 2nd, 50 singing.	Mast and gun-drill, &c. . .	2nd, 50 work shed and boats 1st, 50 singing	Mast & gun-drill, &c. . . .	¼ past 4 to 6 writing the substance of sermon or lecture.
1st, 50 singing . 2nd, 50 mast & gun-drill, &c.	50 singing . . 50 work-shed and boats . . .	Mast and gun-drill, &c. . .	Work shed and boats . . . Mast and gun-drill . . .	
Mast and gun-drill, &c.	Singing: . .	Mast and gun-drill, &c.	Singing . .	

4 to 6. In summer, swimming (taught to all) instead of the work in the shed

other night tub-washing by detachments of 30 each.

days; 3rd, 7 and 8; 4th, 6½ and 7½; 5th, 7½.
3rd, and 5th Masters, and might still further be amalgamated, if necessary.

Sunday evenings from ½ past 6 to 8 reading abstract of sermon, and critical and expository remarks of master.

APPENDIX C.—School Routine for Lower and

Hours.	All.	Classes.	Monday.	Masters present.	Tuesday.	Wednesday.
½ p. 5 to ¼ to 7	Rise . . .	..	By detachments, brush and scrub dormitories, and arrange hamm			
¼ past 7 .	Prayers and Hymn	..	. . .	Hors. 1st, 1¾	Gallery lesson, religious instruction	Grammar and etymology
		1 2	Arithmetic . .			
7 to 8 . .	. . .	3 4	Gallery lesson, consisting of religious instruction	2nd, 1¾	Copying letters and words on slates.	Arithmetic .
8 to ½ past 8	Breakfast .	..	. . .	4th, 1		
½ past 8 to 9	Playground.	..	. . .			Arithmetic .
9 to 10. .	. . .	1 2	Drawing from real objects . . .	3rd, 1	Lecture on the uses and powers of the steam-engine, or on some branch of natural philosophy	
		3 4	Drawing from simple figures, as squares, cubes, &c.	1st, 1	Drawing as on Monday	Same as Monday
10 to 12 .	Out of school 5 m. at the end of each hour	1 2	Writing . .	1st, 2	Writing . .	Gallery lesson, religious instruction
		3 4	Copying letters & words on slates	2nd, 2	Gallery lesson, religious instruction	1st reading book or spelling cards
12 to 1. .	Drill & gymnastics	..	. . .	4th, 2		
1 to ½ past 1	Dinner . .	..	. . .			
½ past 1 to 2	Playground	..	. . .			
2 to 3 . .	. . .	..	60 in work-shed 60 singing lesson in school	3rd, 2	Geography .	Geography .
3 to 4 . .	. . .	1 2	60 singing lesson 60 workshed .			
¼ p. 4 to ¼ to 6	. . .	..	120 joining the boys of the Upper School, in detachments, for mast and gun-drill, &c., gymnastics, work-shed, and boats	A master of the Upper School.	Same as Monday	. . .
					Hours of out-door exercises changed. In summer swimming taught to all, in	
6 to ½ past 6	Supper . .	..	. . .	2nd, 2 4th, 2		
½ p. 6 to ½ p. 7	. . .	..	. . .	. .	In summer.—Recreation, cricket, lan In Winter.—In school, reading, writi	
½ past 7 to 8	. . .	..	. .	. .	Clean shoes and dress; clean scho	

The routine of the Middle School to be regulated by these hours. Som eof those in the first class of to b relieved from the industrial course.

Masters for the Lower School, 3; masters for the Middle School, 2: total, 5. As school-duties tion, the attendance on the boys of the Upper School out of school-hours .

MIDDLE SCHOOL, by Detachments, on alternate Days.

Thursday.	Friday.	Saturday.	Sunday.	REMARKS.
ocks, clean shoes, dress, wash, and prepare for school.			Rise ½ past 6.	This work to be finished from 7 to 8 by those on industrial duty for the day.
Arithmetic .	Gallery lesson, religious instruction	Arithmetic .	¼ past 7 to 8 special religious service, with appropriate singing.	The lessons on natural philosophy, natural history, and drawing, to bear reference as much as possible to nautical affairs, *e.g.*, the theory of tides, drawings of parts of a ship, productions of various climates used in and about a ship.
Gallery lesson, religious instruction	Copying on slates	1st reading-book, or spelling-cards		
Same as Monday	Lecture on natural history	. . .	9 to ½ past 10 lectures, and learning catechism, psalms, or collect by heart.	The drawing lessons to be gradually from more difficult subjects.
Same as Monday	Arithmetic .	Writing.		
Grammar and etymology	Writing . .	Writing . .	11 to 1 chapel.	
Copying on slates	Gallery lesson, religious instruction	Arithmetic .		
Same as Monday	Geography .	Same as Monday	3 to 4 chapel.	The routine of these employments to be changed to the alternate days every fortnight.
. . .	. . .	. . .	½ p. 4 to 6 writing the substance of sermon or lecture	
in winter, as in Upper School. stead of part of work in the work shed.				
d-surveying, walks with masters. ng, drawing, singing for amusement. ol and hall; to dormitories.		. . .	Every other night tub-washing by detachments.	

that schoool to learn the rudiments of the navigation course, if sufficiently advanced, and at that time

of these masters are lighter than those of the Upper School, they will take, with the latter, in rota-

APPENDIX D.

INDUSTRIAL ROUTINE for LOWER and MIDDLE SCHOOL.—Half employed each day from 9 till 12, and from 2 till 6.

Lower School.	Middle School.	Occupation.	Observations.
18	7	Tailors.	Taken on alternate days, these 6 occupations will come round every fortnight. Drafts of 5 each from the 6 divisions, for the domestic work on Sundays.
18	7	Shoemakers.	
18	7	4 in the wash-house,	
18	7	5 in the laundry.	
18	7	6 in the kitchen, and for preparing meals in hall.	
18	7	3 knotting, splicing, rope-making, sail-making.	
6	3	Fatigue duties as punishment.	In the kitchen, some instruction to be given in culinary matters, as far as practicable; the preparation of a somewhat superior diet for the mates would afford opportunities, which are now wanting, as every article is prepared in large coppers or ovens.
6	3	Fife and flute practice for band 1 hour, taken from among 6 first industrial drafts.	
120	48		
Half of each, allowing for casualties.			

Those in the tailors' and shoemakers' shops, and in the knotting and splicing shed, to attend gymnastics and drill from 12 to 1, and singing or other lesson in school from ½ past 6 to ½ past 7.

When the boys of the Middle School become tolerably proficient in those three industrial duties, that time to be given entirely to school instruction. They will then be taught navigation and French.

CORRESPONDENCE relative to IMPROVEMENTS in the SCHOOLS.

No. 6.

Dr. KAY to the Right Honourable the LORDS of the ADMIRALTY.

Committee of Council on Education,
Council Office, Whitehall, December 1, 1841.

MY LORDS,

THE Committee of Council on Education, in compliance with your Lordships' request, dated 10th August, directed their

Inspector of Schools, Mr. Seymour Tremenheere, to proceed, under your Lordships' instructions, to examine the schools connected with Greenwich Hospital, and to report thereon to your Lordships and this Committee.

The Committee of Council have received the Report of their Inspector, to which they have given the serious attention which it merits, and which they doubt not it has received from your Lordships; and they direct me to state that, if this Committee can in any respect assist your Lordships in removing from the schools the defects and abuses described in Mr. Tremenheere's Report, my Lords will be glad to afford your Lordships any further assistance in their power.

I have, &c.

The Right Hon. the Lords Commissioners of the Admiralty (Signed) J. P. Kay.

No. 7.

Sir John Barrow to the Right Hon. Lord Duncannon.

My Lord, *Admiralty, December* 14, 1840.

My Lords Commissioners of the Admiralty having received a representation from the late Governor of Greenwich Hospital on the state of the schools attached to that institution, and having, on the receipt thereof, transmitted that representation to the Committee of Privy Council on Education, requesting that an Inspector might be sent to examine and report to their Lordships the state of the schools, it was desired that the application should be addressed to Dr. Kay; who, in his reply, stated that Mr. Tremenheere, one of the Inspectors of Schools aided by public grants, being furnished with their Lordships' instructions, proceeded to Greenwich Hospital, with the approval of the Committee of Council, for the purpose of examining the schools connected with that hospital, under the authority of the Lords of the Admiralty.

Mr. Tremenheere has accordingly transmitted to their Lordships the Report which is now enclosed on the state of these schools, containing suggestions for their improvement; and my Lords command me to request that your Lordship, in conjunction with the three gentlemen whose names are mentioned in the margin, will be pleased to examine and report on the allegations of Mr. Tremenheere, and to suggest whether any and what alterations and improvements may, in your opinion, be expedient to adopt in the Upper and Lower Boys' Schools of Greenwich Hospital, as well as with reference to the Girls' School, and what other measures you would recommend, which may appear to you most desirable, to place these schools on a proper footing, so as to remedy the evils complained of, and to secure those benefits and

that efficiency which the public, and the parents and friends of the children, have a right to expect.

I am, &c.

(Signed) JOHN BARROW.

The Right Hon. Lord Duncannon,
&c. &c. &c.

Your Lordship will be pleased to communicate on the subject of this letter with the three gentlemen above mentioned.

No. 8.

MY LORDS, *Office of Woods, &c., January* 20, 1841.

WE have had under our consideration the Report of Mr. Tremenheere, and other matters relating to Greenwich School, referred to us by your Lordships, and we have heard the explanations given by different officers of the establishment both in our own presence and in writing.

We regret to say that the allegations in Mr. Tremenheere's Report are borne out by the acknowledgment of these officers, who justify the apparent neglect of religious and moral instruction in the implied directions they have from time to time received from those under whose authority they have acted, and more particularly on an Admiralty Minute of 1822. We agree with Mr. Tremenheere, however, that, for whatever service these children are intended, their education should be grounded on religious instruction, and that a greater degree of order, regularity, and discipline is necessary to fit them for any situation in which they may hereafter be placed. With this feeling, we proceed to state to your Lordships the alterations that appear to us necessary for making the schools efficient for the purposes for which they were intended.

We may, perhaps, in the first instance observe, that we do not agree with Mr. Tremenheere in thinking it advisable to form a middle school, which might in some cases defeat the object for which these schools were first intended; but we do think it would be desirable to set apart a certain number of presentations to the Upper School, as rewards for boys in the Lower School, whose general good conduct and aptitude for that sort of study entitle them to such promotion. We may here also observe that in all the schools there appears to be a great want of superintendence, and that it cannot be desirable to employ those who are well qualified for the first branches of science in the laborious duty of the mere elements of instruction.

We have satisfied ourselves that the discontinuance of the Girls' School has become absolutely necessary, and, after a communication with the Committee of the Patriotic Fund, we strongly recommend that immediate steps be taken for sending the girls at present on the establishment to their own homes, with such allow-

ance in money for the completion of their term of three years as to your Lordships may seem right; and that the Girls' School be discontinued, and the buildings occupied by them be given up to the Boys' School.

With a view to make the children useful in their future life, we recommend the adoption of the regulations at Chelsea for the establishment of efficient schools of industry in which they may be enabled to perform the works necessary for the clothing of the schools. We adopt the recommendation of Mr. Tremenheere with respect to rewards and punishments, the recreation of the children, and an improved system of gymnastics. We think the boys in both schools should be permitted to remain till the age of 15, at which age it appears that the captains in the merchant-service, to whom most of these boys are apprenticed, prefer taking them; but at the same time we can see no objection to permitting the Governor to give permission under peculiar circumstances for a boy to remain a year longer, a report of such permission being made to the Admiralty. We must here call your Lordships' attention to Rule 2, page 17, in the printed instructions, which ought to be more strictly enforced relating to the admission of boys into the Upper School. In order to carry into effect an improved system of instruction, it is essentially necessary to establish a better discipline both during the time of instruction, and also during the hours of recreation, and with this view it absolutely necessary to increase the number of masters, and also the mates and others employed in superintending the schools; and we do not think the numbers recommended by Mr. Tremenheere are too large for so important a duty. We propose to your Lordships to discontinue the situation of superintending captain, to make the master of each school responsible for the education and discipline of those under them, subject to the general supervision of the head master and chaplain, who must be required to give a constant personal superintendence to the whole establishment.

With respect to the general discipline, we propose to recommend the adoption of much of the system practised at the Royal Military School at Chelsea, changing only the discipline of a military asylum to that which is suited for the naval service.

We approach with great difficulty the subject of moral and religious education, because we are unwilling to throw any unnecessary blame on those who should have attended to this most important subject; but at the same time, as all instruction must be based on religion to fit children for any service to which they are destined, we must recommend an entire change in the system at present pursued at Greenwich, which appears to have sent forth the children into the world almost as ignorant on this subject as on their entrance into the school. With a proper system, regularity, and mode of teaching, and a sufficient number of teachers, it is

clear that a course of moral and religious instruction may be established without interfering with the education necessary for the naval service. In order to secure such a plan of education, with an improved state of discipline, and a more general superintendence by the masters and officers of the establishment, we earnestly recommend to your Lordships to provide, with the consent of the Committee of Privy Council, for a half-yearly inspection, by an Inspector of that Board, who shall be remunerated for that special service, and that the schools shall be open to him at all times. With reference to the exact course of study to be acted on, or the extent of discipline to be enforced, we are not prepared at once to advise; but we recommend to your Lordships to appoint a Committee to carry your instructions into effect, and, in communication with those who have turned their attention particularly to these subjects, to establish such a system as shall be most conducive to the welfare of the children and the advantage of the naval service.

We would recommend the continuance of the present Committee, with the addition of the Hon. and Rev. Mr. Eden and Dr. Kay, who have consented to give their assistance in remodelling the schools.

We are, &c.

(Signed) DUNCANNON.
DALMENEY.
W. COWPER.

P.S. The illness of Sir James Gordon has prevented him from hitherto assisting us in this inquiry, but we propose that he should be continued on the Committee.

The Right Hon. the Lords
Commissioners of the Admiralty.

MY LORD, *Admiralty, January* 30, 1841.

I AM commanded by my Lords Commissioners of the Admiralty to acknowledge the receipt of the Report of the Committee on the schools of Greenwich Hospital, dated the 20th instant; and I am to express to you, and to the Members of the Committee, their Lordships' thanks for the Report in question, and to acquaint you that they concur in the recommendations contained therein.

And I am further to acquaint your Lordship that my Lords approve of the continuance of the labours of the Committee, and of the Hon. and Rev. Mr. Eden and Dr. Kay being added thereto.

I am, &c.

(Signed) R. MORE O'FERRALL.

The Right Hon. Lord Duncannon,
&c. &c. &c.

REPORT, by JOHN GIBSON, Esq., on the State of Elementary Education in the Presbyteries of Haddington and Dunbar.

SIR, Edinburgh, 10th June, 1841.

IN your letter dated March 6th, 1841, I was informed that my Lords of the Committee of Council on Education had authorised me to accept the invitations that the presbyteries of Dunbar and Haddington had transmitted to me, as Her Majesty's Inspector of Schools for Scotland, to assist and co-operate with him in the examination of the schools within their bounds, and that their Lordships wished me to make arrangements for the commencement of a tour of inspection of the schools in those districts.

Having been provided by the presbytery clerks with a list of the schools which I was invited and expected to examine, I sketched the plan of the route which I deemed it expedient to take, and after this had been submitted to their Lordships and approved by them, I was directed to enter immediately upon the discharge of my official labours.

I commenced my tour of inspection on the 22d of March, and completed it on the 7th of May.

In the presbytery of Dunbar there are nine parishes, the total population of which amounted, in 1831, to 12,372. These, with the exception of the parish of Cockburnspath, which forms part of Berwickshire, lie in the county of East Lothian, and form the eastern part of that shire.

In the presbytery of Haddington there are fifteen parishes, with a population of 23,949.

I examined all the parochial schools in these two presbyteries, excepting that of Whittingham, which I was accidentally prevented from visiting; and those of Aberlady and Moreham, to which, in consequence of the suspicion entertained by the clergymen of the objects and results of my visit, I did not think it prudent to proceed.

With the exception of these three parishes, and subject to certain slight modifications which will afterwards be specified, I may state that I inspected all the schools, parochial and non-parochial, within the bounds of the two presbyteries.

And here I cannot refrain from expressing my gratitude to the clergymen of the respective parishes for the courtesy and kindness which they manifested to me while employed among them, and from recording my obligations to them for the readiness with which they furnished me with full information on everything regarding the state of education in their parishes.

The entire population of the twenty-one parishes that I visited is, according to the census of 1831, 34,471.

With the view of presenting to my Lords a tolerably definite and accurate notion of the nature of the district within which my inquiries have been prosecuted, and to which the following obser-

vations are applicable, I have compiled, from the New Statistical Account of Scotland, the following Table, which shows the total number of families in each of the thirteen parishes therein specified, the number of families employed in agriculture, the number occupied in trade or manufacture, and the proportions that these numbers bear to the whole population:—

Names of Parishes.	Total Number of Families.	Number of Families employed in Agriculture.	Number of Families employed in Trade or Manufacture.	Number of other Families.	Total Population in 1831.
Cockburnspath . . .	227	123	52	52	1,143
Tranent	816	176	578	62	3,620
Prestonpans	514	50	257	207	2,322
Pencaitland	259	92	29	138	1,166
Oldhamstocks . . .	152	88	32	32	720
Prestonkirk	407	291	85	31	1,765
Athelstaneford . . .	212	132	46	34	931
Henton	151	92	29	30	686
Garvald	184	133	38	13	914
Humbie	190	123	21	46	875
Salton	171	54	43	74	784
Yester	244	112	78	54	1,019
Total . . .	3,527	1,466	1,288	573	15,945

In the account of the three parishes of Haddington, North Berwick, and Dunbar, the same items are not specified; but from the following Table an approximation to a correct opinion regarding them may be deduced:—

Names of Parishes.	Number of Individuals residing in the Town.	Number residing in the Country.	Total Population in 1831.
Haddington . . .	3,751	2,132	5,883
North Berwick . .	1,100	724	1,824
Dunbar	3,217	1,319	4,735
Total . .	8,068	4,175	12,442

The population of the six parishes of Gladsmuir, Dirleton, Innewick, Bolton, Whitekirk, and Tyningham, amounting to 6073 individuals, is represented as almost exclusively agricultural.

It thus appears that, excepting in the parishes of Haddington, Tranent, Dunbar, Prestonpans, and North Berwick, where the great mass of the population are congregated in these towns respectively, nearly two-thirds of the whole population of the twenty-one parishes are employed in agriculture, and one-sixth in trade and manufacture.

No data are furnished with which to form the basis of an opinion regarding the condition and state of the other sixth, who are

represented as belonging to neither of the classes just specified, and are returned simply as belonging to "other families."

The earnings of an agricultural labourer do not, on an average, amount to more than between £24 and £25 a-year, and the annual income of an artizan ranges from £35 to £45.

The school-fees amount, on an average, to 12*s.* a-year for each child.

From the nature of my inquiries, confined as they were almost exclusively to the examination and inspection of those schools to which I had been invited, and in the absence of any documents or other sources of information in which a statement of the number of children between the ages of five and fourteen, the period usually here directed to instruction, can be obtained,—I am prevented from giving my Lords a strictly accurate representation of the proportion that the number of children who have attained school-age bears to those who are actually under instruction.

An approximation to this is furnished in Table No. 1, p. 274, in which are specified those parishes in which I examined all the existing schools, parochial and non-parochial, and in which are shown, 1. The greatest number of pupils during the last six months; 2. The average daily attendance during the same period; 3. The number present at the time of inspection; and, 4. The proportion that these numbers bear to the whole population.

In five parishes there were only some of the schools examined. The burgh school of Haddington, attended by about 180 children, and in which English, commercial, and classical education, are imparted with great ability and skill, was not officially visited. There are two schools in the parish of North Berwick not reported on, because I was not invited to visit the one, and witnessed only part of the examination of the other. In the parish of Dunbar there were seven small adventure schools (five of which are taught by females) which I was not requested to examine, and the attendance at which, as reported to me by the clergyman, is 169. There is in each of the parishes of Cockburnspath and Oldhamstocks one small adventure school, which I did not see.

With the exception of these day-schools, and of the evening-classes, which many of the teachers open during the winter months for those who are employed throughout the day in field-labour, and whose ages range from twelve to twenty-four, Table No. 2, p. 275, together with Table No. 1, p. 274, present a complete view of the educational means existing in the two presbyteries, and of the extent to which the population avail themselves of them.

It will appear from a survey of these Tables that sixty four schools have been inspected, and that of that number there

TABLE No. 1.

Names of Parishes.		Kinds of Schools.	Greatest Number present during the last six months.		Average daily attendance during same period.		Numbers present at time of inspection.		Total Population in 1831.
Innerwick	1	Parish school	46	106	36	81	31	83	987
	2	Adventure school	60		45		52		
Spott	1	Parish school	75		65		63		612
Stenton	1	Do.	101		90		81		686
Prestonkirk	1	Do.	110	245	54	169	105	221	1,765
	2	Adventure school	102		90		92		
	3	Female school	33		25		24		
Whitekirk	1	Parish school	72	132	62	112	61	114	1,109
	2	Do.	60		50		53		
Bolton	1	Do.	60		46		57		323
Salton	1	Do.	82		78		65		786
Gladsmuir	1	Do.	130	314	76	233	81	223	1,658
	2	Partially endowed school	53		50		49		
	3	Do.	56		39		39		
	4	Do.	45		40		26		
	5	Adventure school	30		28		28		
Dirleton	1	Parish school	79	253	75	215	69	192	1,384
	2	Partially endowed school	114		95		81		
	3	Do.	60		45		42		
Athelstaneford	1	Parish school	47	131	39	119	40	120	931
	2	Partially endowed school	84		80		80		
Garvald	1	Parish school	25	79	23	76	23	70	914
	2	Adventure school	54		53		47		
Yester	1	Parish school	60	216	56	187	52	172	1,019
	2	Do.	34		20		19		
	3	Do.	26		24		26		
	4	Adventure school	51		46		37		
	5	Female school	45		41		38		
Pencaitland	1	Parish school	89	157	75	133	63	100	1,166
	2	Partially endowed school	50		42		25		
	3	Female school	18		16		12		
Tranent	1	Parish school	153	683	140	587	128	588	3,620
	2	Partially endowed school	50		45		34		
	3	Do.	96		60		91		
	4	Adventure school	85		80		77		
	5	Do.	105		70		75		
	6	Female school	54		52		43		
	7	Sheil's Hospital	140		140		140		
Prestonpans	1	Parish school	130	251	108	216	99	197	2,322
	2	Adventure school	36		32		26		
	3	Female school	65		59		56		
	4	Do.	20		17		16		
Humbie	1	Parish school	86	129	80	114	66	100	875
	2	Do.	43		34		34		
		Total	3,014		2,521		2,466		20,157

TABLE No. 2.

Names of Parishes.		Kinds of Schools.	Greatest Number present during last six months.		Average daily attendance during same period.		Numbers present at time of Inspection.		Total Population in 1831.
Haddington .	1	Parochial school	210		200		185		5,863
	2	Adventure school	100		90		90		
	3	Do.	32		30		30		
	4	Do.	50	502	40	445	30	420	
	5	Female school .	55		40		42		
	6	Do. .	30		25		25		
	7	Do. .	25		20		18		
Dunbar . .	1	Parish school .	135		108		123		4,536
	2	Do. .	105		80		95		
	3	Burgh school .	60		40		36		
	4	Do. .	29	613	27	493	26	534	
	5	Adventure school	40		30		29		
	6	Do.	144		120		132		
	7	Partially endowed school . .	100		88		93		
Cockburnspath	1	Parish school .	95		85		72		1,143
	2	Adventure school	36	145	30	127	32	115	
	3	Female school .	14		12		11		
Oldhamstorks	1	Parish school .	13	56	12	47	13	54	720
	2	Adventure school	43		35		41		
		Total . .	1,316		1,112		1,123		12,262

are twenty-seven parochial schools, two burgh schools, ten partially endowed or side schools, sixteen adventure schools, and ten female schools.

Before proceeding to speak of the nature and value of the education given in these schools, and to point out the qualities by which their teachers are characterised, it may be interesting, and it is important to exhibit, by means of separate Tables, the range and amount of instruction given in the several classes of schools, by specifying the various branches taught in them, and the proportion of pupils studying each branch.

Before submitting these Tables, it may be well to notice the influence that a really accomplished and active teacher almost invariably has, in elevating and extending the educational course. It may be stated, that wherever a teacher of ability and acquirement is located, and how poor soever may be the people among whom he labours, the expectation may, with a considerable degree of confidence, be entertained, that the extent of his pupils' acquirements will be found to be, in spite of every discouragement and local disadvantage, somewhat proportional to the amount of his own; so that a comparative view of the following Tables will give, in addition to the statistical information contained in them, a general conception of the relative merits of the different teachers, and serve as a tolerably correct index of the amount of activity and acquirement which they respectively possess.

TABLES showing, 1. The numbers present at the time of inspection; 2. The various branches taught; 3. The proportion of pupils learning each branch.

	Parishes.	Number present at time of Inspection.	Number learning English.	Writing.	Arithmetic.	English Grammar.	Geography.	Mathematics.	Latin.	French.
PAROCHIAL SCHOOLS.	Cockburnspath	72	72	15	18	6	5			
	Oldhamstorks	13	13	6	2					
	Innerwick	31	31	19	10	3				
	Stenton	81	81	37	30	18	24			
	Shott	63	63	31	12	4	2	1		
	Dunbar—1. West Barns	123	123	65	42	22	30	3	4	
	2. East Barns	95	95	57	21	17				
	Prestonkirk	105	105	51	40	20	16			
	Whitekirk	61	61	24	18	12	9			
	Tyningham	53	53	25	14	7	7			
	Bolton	57	57	27	15	16	10	..	2	
	Yester—1. Gifford	52	52	40	28	16	16	2	..	1
	2. Lang Yester	19	19	9	5	4	4			
	3. Lang Newton	26	26	7	4					
	Garvald	23	23	8	5					
	Haddington	185	185	116	68	33	10	4	9	5
	Athelstaneford	40	40	16	9	6				
	Dirleton	69	69	38	15	12	8			
	North Berwick	29	29	12	6	2	..	..	1	
	Gladsmuir	81	81	43	15	5	7	..	4	1
	Salton	65	65	41	23	18	30	1	3	3
	Pencaitland	63	63	25	23	22	28			
	Humbie—1. Nether Keith	34	34	18	6	4	7			
	2. Upper Keith	66	66	35	22	9	7			
	Tranent	128	128	80	57	60	55	2	..	2
	Prestonpans	99	99	59	26	22	26	2		
	Sheil's Hospital	140	140	60	10					
		1,873	1,873	964	644	341	331	15	23	12
PARTIALLY ENDOWED OR SIDE SCHOOLS.	Dirleton—Kingston	81	81	34	7					
	Athelstaneford—Dron	80	80	38	21	7				
	Dirleton—Gullane	42	42	18	6					
	Gladsmuir, L. Niddry	26	26	..	..	2				
	Do. Samuelston	49	49	30	13	4	2			
	Do. Cottyburn	39	39	20	5					
	Tranent Elphinston	34	34	18	6	6				
	Pencaitland New Town	25	25	10	4	2				
	Tranent Cockenzie	91	91	7	3	3				
	Dunbar	93	93	40	7					
		560	560	215	72	24	2			
ADVENTURE SCHOOLS.	Cockburnspath	32	32	12	12	6	4	..	3	3
	Oldhamstorks	41	41	27	16	2				
	Dunbar	29	29	28	28	16	22			
	Do.	132	132	66	64	68	56			
	Prestonkirk	92	92	24	15	17				
	Gifford	37	37	25	14	7	1			
	Garvald	47	47	29	12	9	6			
	Haddington	90	90	55	30	25	6			
	Do.	30	30	9	6					
	Do.	30	30	10	4					
	North Berwick	25	25	6	2					
	Gladmuir	28	28	6						
	Tranent	77	77	24	8					
	Do.	75	75	32	16	2	2			
	Prestonpans	26	26	17	10	8	9			
	Total	791	791	370	237	160	106	..	3	3

Female Schools.

In consequence of the diversified character of the nine schools conducted by females, it is impossible to give anything else than a very general notion of the education there imparted. In most cases the instruction was confined to reading, and sewing but in a few instances. Writing and arithmetic were also taught.

Three hundred and eleven children were present in these schools at the time of inspection.

Sabbath Schools.

Although my visits of inspection did not extend to Sabbath-schools—and I am therefore unable either to state the amount of religious information which is there imparted, or to express any opinion as to the manner in which these important seminaries are conducted—it would be improper altogether to omit notice of them.

In the absence of full statistical information on the subject, the following statements may form a basis on which to found a tolerably satisfactory and accurate opinion as to the number of such schools existing in the whole district, and the proportion that the numbers in attendance upon them bear to the whole population.

In the town of Haddington, with a population of 3571, there are, connected with, and conducted by, members of the Established Church, five Sabbath-schools, attended by 209 pupils, and five connected with dissenting congregations, attended by 128 pupils.

In the parish of Athelstaneford, with a population of 931, there are three Sabbath-schools, attended by 105 pupils.

In the parish of Gladsmuir, with a population of 1658, there are four Sabbath-schools, attended by 151 pupils.

In the parish of Dirleton, having a population of 1384, there are four Sabbath-schools, attended by 132 pupils.

It would be improper to pass from even so slight a consideration of these schools without recording my admiration of the diligence and zeal with which most of the clergymen devote themselves to the religious instruction of the young ones of their flocks. These schools are in all cases under their superintendence, and are in many instances personally conducted by them.

Having adduced, in as brief a space as possible, all the strictly necessary statistical information which I obtained, and having thus submitted to my Lords a tolerably correct account of the amount of the existing educational means, and of the extent to which the population have availed themselves of them, I now proceed to give my opinion as to the influence which these may be expected to have upon the religious, moral, and intellectual character of the people upon whom they are brought to bear.

In estimating the nature of the instruction given, and in pronouncing upon the characters of the teachers in so far as efficiency

and success in conducting the business of the school-room are concerned, it is necessary to take into consideration, and to bear constantly in mind, the very great obstacles which they have to encounter, and the very serious difficulties and disadvantages under which they are compelled to labour.

In the first place, the attendance of the pupils is very irregular. This irregularity of attendance is to be attributed to various causes: in an agricultural district the earnings of a field-labourer do not, on an average, amount to more than between 9*s*. and 10*s*. per week. To increase his means of subsistence, and even to procure the necessaries of life, his elder children, varying in age from 10 to 14, are, early in the spring, taken from school, and employed until the commencement of winter as labourers in the field. The only period of the year, therefore, during which their children are continuously under instruction, is in the winter; and it is obvious that in the interval their school habits of attention and application to study must have been greatly impaired, that their previous acquirement must have suffered considerable diminution, and that, on their return to school, their attention, instead of being directed to higher and more interesting subjects of study, must be chiefly occupied in regaining what has thus been lost.

The instruction of the younger children, again, varying in age from five to eight, is very generally limited to the spring and summer months. Their distance from school is frequently considerable, and the roads are, throughout the winter and early in the spring, in such a condition as to prevent them from attending with even tolerable regularity.

It is therefore upon those children only who are old enough and strong enough to suffer exposure to the inclemency of winter, and too young for employment in the fields throughout the summer, that the master has an opportunity of bringing his skill and efficiency continuously to bear.

It is impossible altogether to prevent the operation of this cause of irregularity of attendance, originating as it does in the pecuniary necessities and social condition of the great majority of the population. The hope may, however, be entertained that the amount of injury which it produces in restricting the period, and thus limiting the extent of the education of our poorer population, and in so grievously interfering with the zeal, efficiency, and success of the teacher, by subjecting him to all the distractions and discouragements of a fluctuating attendance, may be abated by the amelioration of the social circumstances of our population, and by the employment of the national resources in so amply endowing the present schoolmasters, and in so widely extending the educational machinery, as to obviate the necessity of the school-fees being so high as to compel the mass of our people to bestow upon their children only occasional periods of instruction.

But other causes are allowed to operate to this effect, which it is believed it would not be impossible altogether to counteract and destroy. I am in possession of data which demonstrate that a considerable degree of this irregularity of attendance is to be attributed to the want of punctuality on the part of the parents in paying the school-fees. This is to be traced, in most cases, to the disinclination of the teachers to insist upon prompt payment; and this disinclination, again, has its source in feelings which, however natural and apparently amiable, are shown by experience to be not only detrimental to the pecuniary interests, and unfavourable to the success of the professional labours of the teacher, but positively injurious to the educational welfare of the children. Moreover, it could easily be shown that wherever payment has been rigidly and punctually enforced, the attendance has become more steady and regular; and it would therefore be well, either that the teachers in a district, with the assistance and co-operation of the clergy, should resolve to insist upon the payment of all fees in advance, or that the collection of these should, as in some continental states, be vested in, and intrusted to, some other body of men.

It would also greatly assist in producing the desired effect to have registers of attendance carefully and accurately kept, and in every case of absence to have the reasons assigned for it recorded.

In the second place, the teacher is frequently retarded in his endeavours at a proper classification of his pupils by the unwillingness or inability of the parent to procure for his children the necessary books. It is by no means uncommon to find a class of beginners, consisting of 10 or 12 children, reading from almost as many different books. The effects of this are obviously most injurious. Not only is the time of the teacher dissipated and lost in giving to children of the same age, and at the same stage of advancement, a separate lesson, but he is also thereby precluded from bringing it to bear upon such a class the principle of emulation, and from infusing into the process of instruction the requisite degree of animation and vigour.

This disadvantage has in several cases been obviated by the introduction of such lessons on boards as those published by the Irish Commissioners on Education.

It is also in many cases impossible for the teacher, how strong soever may be his conviction of its desirableness, to dispense with the school-books of the last generation, and to introduce those which have been compiled on the principle of adapting their lessons to the desires and capabilities of the youthful mind, and some of which have been proved to be admirably fitted to promote its discipline and culture.

The zealous teacher, in his endeavours to accomplish this most desirable object, has to encounter and struggle against both the poverty, and ignorance, and prejudices of the parents. It is

difficult to convince those whose education is limited to the power of reading and writing, with tolerable correctness and facility, of the extreme importance of submitting to the mind of a child only such information as will have the effect of exciting its curiosity and satisfying its desires, and, at the same time, of nurturing it into firmness and strength, by a careful culture of its faculties during the process, and in the order of their development. And in those few cases where these prejudices have by a more than ordinary degree of intelligence been overborne and destroyed, there still remains the difficulty, very generally insurmountable, of procuring from a scanty income objects whose desirableness and utility are felt and recognized.

It is not difficult to point out a remedy for this. It is to be found in the compilation and publication of a complete set of good school-books, which from their cheapness, independently altogether of their excellence, because *that* the great majority of the people are still incapable of appreciating, would find their way into the hands of every schoolboy. It would be difficult to mention anything, the accomplishment of which would have a more extensive and beneficial influence upon elementary education.

In the fourth place, the teacher has very frequently to contend with all the inconveniences and discomfort of a restricted and too limited accommodation. I do not here allude to the size of the school-room: that is in general far too small. But I wish to direct special attention to the circumstances that the teachers are compelled to conduct in one apartment, and at the same time, the various branches of an elementary education.

The want of an additional class-room for the younger children, and of an enclosed and spacious playground to which they, in fine weather, and after the constrained positions and intellectual exertion of the school-room have prepared them for relaxation, might be prudently and safely sent, almost necessitates the confinement during the whole day of those who are not actually under instruction more than a fourth part of the time they spend in the school-room.

This is in every view of it detrimental. It interferes with the general quiet, good order, and discipline of the school-room. It has an injurious influence upon the health of the children. It almost necessarily engenders in their minds a distaste to school and school exercises, and greatly impedes the master in conducting the education of the more advanced pupils.

It is with consciousness that almost all the teachers, of whom it is my duty now to speak, have to encounter these obstacles, and to contend with many other difficulties, and with the conviction that, isolated as they usually are from the observation of all whose commendation might encourage them in the zealous and vigorous discharge of their duties, or whose strictures and counsel might serve as stimuli to increased and better-directed exertions, it

would be preposterous and unjust to apply to them the same criterion and standard by which those should be judged who are subjected to none of the annoyance, and labour under none of the disadvantages specified—that I now proceed to submit to my Lords the following observations.

In my representations of the state of these schools, and in the expression of my opinion of the skill and efficiency of the teachers, I think it in every respect proper that in this my first report, instead of attempting to point out their individual excellences and defects, I should speak of them as arranged into classes, and endeavour to give an accurate and faithful delineation of the characteristics of each class.

Parochial Schools.

I examined twenty-seven parochial schools. The attainments, experience, energy, and skill by which the teachers of fifteen of these schools are characterized entitle them to be ranked in the first class. All these gentlemen have received a liberal education. Most of them have gone through a complete literary and philosophical course at one or other of our Scottish universities. And some of them, in point of education and general accomplishment, would reflect honour upon any profession.

In all these schools the monitorial system, or some modification of it, exists, and the explanatory method is in all of them vigorously, systematically, and successively practised. Indeed the whole business of the school-room is efficiently and energetically conducted.

While the six gentlemen composing the second class are, in point of acquirement, well fitted to conduct the business of instruction, they are greatly inferior to those just spoken of, so far as regards ability and zeal in the discharge of their professional labours.

Their schools are not well organized. Their pupils are not carefully organized. No evidence was furnished of continued and well-sustained effort on their part to give life and vigour to all the processes of instruction; and there consequently prevailed in their school-rooms a considerable degree of indifference and listlessness.

The limited measure of success with which their examinations on the lessons seemed to be accompanied, is attributable partly, perhaps, to the want of energy with which they had been conducted, but chiefly to the circumstance of their having been prevented from acquiring an adequate knowledge of the most approved methods of teaching.

Although the monitorial system, in one or other of its forms, exists in all these schools, yet its utility and its power do not seem to be known and appreciated; and although the explanatory method is generally practised, and its importance universally recognized, it is not employed with so much tact and skill, nor is it so regularly

and systematically resorted to, as to be productive of its naturally invigorating and beneficial effects.

The comparatively inefficient state of these schools then is to be traced, not so much to the inadequacy of their literary acquirements, or to any deficiency in industry in the performance of their duties, as to their want of acquaintance with those methods which are practised by our most accomplished and successful teachers, and which have rendered the business of teaching not only more delightful and exhilarating to the teacher, but infinitely more pleasing and advantageous to the pupils.

It would, therefore, be of immense importance to these teachers to have opportunities afforded them of seeing the best methods practised, and of witnessing the order, harmony, and spirit pervading a well-organized and well-conducted school.

In the schools of the five gentlemen who compose the third and lowest class, there was little evidence furnished of the capability of the teachers to discharge with a moderate degree of efficiency the duties of their profession. In two of these cases, indeed, the deficiency of such evidence appeared to me attributable not so much to actual unfitness for the performance of such duties, as to their having permitted local and accidental circumstances not only to operate as discouragements to them in the prosecution of their labours, but to neutralize and destroy their feelings of regard for their own character, irrespective of professional respectability and skill, and to obscure their views of duty which spring from a right apprehension of their relation to the children intrusted to their superintendence and care.

Partially Endowed or Side Schools.

Of these schools ten were examined. They are for the most part situated in extensive landward parishes, and are planted in populous localities lying at a considerable distance from the parochial schools. They are attended chiefly by the children of the agricultural labourers who reside in the villages in which they are placed, or in the neighbouring farm-towns. The schoolmaster receives generally from the chief heritor or heritors a small endowment, and is also provided with a free school-room and dwelling-house. These, together with the school-fees, do not exceed to each teacher more than £35 yearly.

It cannot be expected that offices to which are attached so laborious and arduous duties, with an amount of remuneration so small, would attract the regards of men who have received more than the elements of a liberal education; and consequently I found that the teachers of these schools are, in respect of attainment and general capability of conducting the business of the school-room, greatly inferior to the parochial teachers. One only had attended college, and he continued his studies during only one session The acquirements of all appeared to me of a very limited kind.

They are not capable of teaching, with anything like success, more than the ordinary branches of reading, writing, and arithmetic. Of the 560 pupils who were present in these schools at the time of inspection, there were only two who were learning geography. And if the manner in which twenty-four of that number who were learning English grammar did not convince me that the teachers themselves have no sufficient acquaintance with that branch of study, it at least seems to show their incompetency to communicate a knowledge of it to others.

Most of them stated that they were in the habit of explaining to the children the meaning of the words, and examining them upon the subject and general scope of the lesson. The process was, in most cases, merely mechanical; and even when it did assume more of the intellectual form, from the very limited amount of general knowledge which the teacher possessed, and his consequent inability to illustrate the lesson by adducing collateral information—from his not having, at any time, received instructions in the art of teaching, and his want of power to prosecute with sufficient facility and liveliness the necessary explanations and analysis, it did not appear to be followed by its usual beneficial results.

Upon the whole I feel compelled to say that these schools are, generally speaking, in a very unsatisfactory state.

Adventure Schools.

These schools exist either in the towns, where the population far exceeds the educational means provided by the state, or in large and populous country parishes where the parochial or endowed schools are insufficient for the accommodation of all the children, or in localities where the established teachers are inefficient and unpopular. Three are situated in the town of Haddington; two in the town of Dunbar; two in Tranent; one in Prestonpans; and one in North Berwick. Three exist in large and thickly-peopled parishes; two in localities where the parochial schoolmasters are inefficient; and one where the parochial teacher, whose reputation for ability is not exceeded by that of any teacher in the presbytery to which he belongs, has come into collision with the wishes of the people, and the attendance at whose school has in consequence recently considerably decreased.

I shall speak of the teachers of these schools as arranged into two classes; the first class consisting of six, the second of nine.

The gentlemen composing the first class are possessed of very considerable literary acquirement; one of them is a preacher of the church of Scotland, and three have attended college during several sessions. Three of these gentlemen evinced a considerable degree of skill in the management of their schools, and displayed an amount of energy in the performance of their duties, and an anxious desire to benefit the children intrusted to their care, that

are deserving of the very highest praise. One of these had evidently studied with great care the general subject of education, and had employed every means within his reach of making himself acquainted with the improvements that have recently been made in the art of teaching.

It is of importance, however, to remark that the gentlemen thus spoken of labour in pretty large towns, whence, from the extent of the population and the grievous inadequacy of the endowed educational means to the wants of the people, there are many children whose parents are not able to pay more than the ordinary fees, and anxious to obtain for their children a good and sound education, are willing to offer something like remuneration enough to induce a liberally-educated man to remain among them.

But while it is true that, owing to such circumstances, there is generally to be found in every considerable town, in addition to the parochial or endowed school, at least one well-taught and well-conducted private school, it is also certain, and greatly to be regretted, that in the towns universally, and generally in large and populous parishes, the educational means for the children of the poorer classes of the population are very defective both in amount and quality.

This leads me to speak of the nine gentlemen composing the second class. All of them originally followed some other calling, and, with only one exception, became teachers when they had been rendered by accident or disease incapable of prosecuting the labours of their former occupation.

The narrow extent of their attainments prevents them from attempting to teach anything else than the most ordinary branches. They are altogether unskilled in the practice of the profession to which they have attached themselves. And, in short, it cannot but be regarded as in every respect unfortunate, that so many of our people are compelled by their inability to offer to sufficiently-accomplished men an adequate remuneration, and in the absence of a sufficient number of endowed schools, to commit the education of their children into the hands of men who are only capable of imparting in the most inefficient manner the ordinary branches of knowledge, and who, however respectable in character and otherwise exemplary, are quite unworthy of being depositaries of interests so important.

These remarks apply with still greater force to the conductors of the nine female schools: while they confine their instructions to such branches as reading and sewing, they are worthy of being regarded as valuable auxiliaries in the great work of education, and it is most desirable that some expedient should be adopted whereby their labours would be attended by no other than beneficial results.

I cannot pass from the consideration of the present condition of the several classes of schools of which I have had occasion to speak, and from the statement of my opinion regarding the teachers,

without bearing my most cordial testimony to the diligence and zeal with which, amidst numerous discouragements, and with an amount of remuneration so small in proportion to the degree of anxiety and labour expended in obtaining it, almost all these gentlemen have discharged their duties, and without expressing any sincere desire that such measures will soon be adopted by those upon whom devolves the duty of providing for the educational wants of our population, and of assigning to the schoolmaster the status to which the importance of his office and the extensively beneficial nature of his labours entitle him, as shall serve to stimulate the present teachers to accomplish themselves more thoroughly for the discharge of their difficult and important duties, by extending their acquirements, and by acquainting themselves with those methods of instruction which have been so excellent and admirable.

I have considered it desirable to bring under the special notice of my Lords the general character of the districts in which the partially endowed or side schools, and adventure schools, are situated, and the circumstances which originated their existence; and to point out in somewhat strong, though not unjust or overstrained terms, the deficiencies of most of the teachers, for the purpose of showing, in the first place, on how precarious, unsatisfactory, and infirm a basis the education of a great proportion of our population rests, and how deficient in real strength and solidity must be the superstructure reared upon it; and in the second place, and more especially, of demonstrating the great necessity of taking such means as will at once improve the existing educational machinery, and procure for remote and destitute localities a sufficient supply of good educational means.

I feel that the narrow extent of the sphere within which, in the discharge of my official duties, my inquiries have hitherto been confined, and the want of a sufficient amount of data on which to form any very decided opinion on the subject, should prevent me from stating at any length the manner in which these objects might be attained.

I may here state, however, that the results of my observations have been a strong conviction of the desirableness and necessity of a more vigilant and stringent system of superintendence over the schools, and a confirmation of the opinion now almost universally held, that some security should be provided that every man who attaches himself to the profession of teaching shall, before having been appointed to any situation, and indeed before being permitted to practise the profession at all, have attained a competent knowledge of the branches to be taught, and shall have gone through, for some definite and somewhat lengthened period, a course of strictly professional training.

Full information on the more minute details—such as the condition and size of the school-houses, the mechanical arrangements

within the school-room, the books used, the division of the pupils into classes, and the members constituting each class, the amount of fees charged for each branch, the remuneration of the teacher, and the proportion of that arising severally from salary, from school-fees, and from other sources—will be found in the schedules which I have filled up, and which I now transmit.

I have the honour to be, Sir,

Your obedient servant,

June 10*th*, 1841. (Signed) JOHN GIBSON.

SPECIAL REPORT ON SCHOOLS

INSPECTED IN THE

PRESBYTERIES OF HADDINGTON AND DUNBAR.

By JOHN GIBSON, Esq.

Gifford Parochial School, at Laug Yesta, in the County of Haddington.	Gladsmuir Parochial School, in the County of Haddington.	Haddington Parochial School, in the County of Haddington.
April 28, 1841.	April 26, 1841.	April 13, 1841.
Gifford.	Tranent.	Haddington.
2½ miles.	3 miles.	..
North-west.	West.	..
..	..	About 17 years ago.
Very healthy.	It is healthy.	It is healthy.
Very well chosen.	It is well chosen.	It is a confined situation.
Stone and lime.	Stone and lime.	Stone and lime.
Slated.	Tiled.	Tiled.
In very good repair.	In pretty good repair.	In very good repair.
3 years ago.	..	..
21 feet by 15½, 9 feet high.	27 feet by 15, 14 feet high.	40 feet by 25, 14 feet high.
No.	No.	No.
Yes.	Yes.	Yes.
No.	No.	No.
No.	No.	No.
..	..	..
..	..	..
..	..	..
Yes.	Yes.	Yes.
With prayer.	Assembled with prayer.	With prayer.
Yes, in classes.	Yes, in classes.	In classes.
The Lord's prayer.	The Lord's prayer.	The Lord's prayer.
No.	No.	No.
..	..	..
..	..	..
Intelligently.	Intelligently.	Intelligently.
Yes.	Yes.	Yes.
Lennie's A B C, *and other Primers*, for the younger children; Testament, Bible, and Barne's Collection.	Schoolmasters' Series, No. 1; Lennie's Child's Ladder; New Testament; Schoolmasters' Old Series, Part 4; Bible; M'Culloch's Series of Lessons and Course of Reading.	Schoolmasters' New Series of School-books, Part 1; Lennie's Child's Ladder; Schoolmasters' Series, Part 3; White's, Part 4; Sessional School Collection.
Gray's (*chiefly*).	Gray's.	Gray's.
The text-book published by the Edinburgh Academy.	Ewing's.	White's and Stewart's.
Simpson's.	None.	History of Scotland by Simpson.
Lennie's and Mylne's.	Lennie's.	Mylne's and Lennie's.
No text-book.	No text-book.	No text-book used.

Humble Parochial School, situated at Netherkeith, in the County of Haddington	Humble Parochial School, situated at Upperkeith, in the County of Haddington	Innerwick School, in the County of Haddington.
April 30, 1841. Black Shiels 4 miles. South .. It is very healthy.	April 30, 1841. Black Shiels. 2 miles. West. .. It is very healthy.	March 25, 1841. Dunbar. 4 miles. North. .. It is a healthy situation.
It is well chosen.	It is not in a central situation, but there is a good prospect of this being remedied.	It is well chosen.
Stone and lime Slated. In very good repair.	Stone and lime. Thatched In good repair	Stone and lime. Slated. In good repair.
In 1816.	..	..
35 feet by 22, 11 feet high.	19 feet by 16½, 9½ feet high.	36 feet by 16, 10 feet high.
No.	No.	No.
Yes.	Yes.	Yes.
No. No.	No. Yes.	No. No.
.. ..	60 feet by 50 No.	.. ..
..	Not enclosed.	..
Yes.	Yes.	Yes.
Yes.	With prayer.	Assembled with prayer.
Yes, in classes	Yes, in classes.	Yes.
The Lord's prayer.	The Lord's prayer.	The Lord's prayer.
No.	No.	..
..	..	..
..	..	..
Intelligently	Intelligently.	They are in a considerable degree mechanical.
Yes.	Yes	No.
Schoolmasters' Old Series, Parts 1 and 2; M'Culloch's 3rd Book; Schoolmasters' Old Series, Nos. 4 and 5; New Testament and Bible.	Schoolmasters' Old Series, Parts 1, 2, 3, 4, 5; Lennie's Child's Ladder	Schoolmasters' New Series, Bible; Barry's Collection.
Gray's.	Gray's.	Gray's.
White's.	White's and Stewart's.	None.
No.	None.	None.
Lennie's.	Lennie's.	Schoolmasters'.
No text-book.	No text-book.	None.

Oldhamstocks Parochial School, in the County of Haddington, and under the superintendence of the Presbytery of Dunbar.	Prestonkirk Parochial School, in the County of Haddington.	Prestonpans Parochial School, in the County of Haddington.
March 24, 1841.	April 1, 1841.	May 6, 1841.
Cockburnspath.	Prestonkirk.	Prestonpans.
2½ miles.	..	..
South-east.	..	..
..	..	..
It is a healthy situation.	It is healthy.	It is healthy.
It is well chosen.	It is not well chosen.	It is well chosen.
Stone and lime.	Stone and lime.	Stone and lime.
Tiled.	Slated.	Slated.
Damp, and not in good repair.	In good repair.	In good repair, but far too small.
..	..	..
19 feet by 14, 7 feet high.	..	27 feet by 22, 10 feet high.
No.	No.	No.
No.	Yes.	Yes.
No.	No.	No.
No.	No.	Yes.
..	..	..
..	..	..
..	..	Not enclosed.
Yes.	..	Yes.
With prayer.	With prayer.	Assembled with prayer.
Yes.	Yes.	Yes, in classes.
The Lord's prayer.	The Lord's prayer.	The Lord's prayer.
..	..	No.
..	..	..
..	..	..
Mechanically.	Intelligently.	Intelligently.
This not sufficiently attended to.	Yes.	Yes.
Series published by the Parochial Schoolmasters.	Schoolmasters' New Series.	Schoolmasters' New Series, Parts 1, 2, 3, 4, 5; and Bible.
Schoolmasters'.	Gray's, Hutton's, Melrose's.	Gray's.
Schoolmasters'.	White's.	White's.
None.	Simpson's History of Scotland.	Simpson's Scotland.
None.	Lennie's.	Lennie's.
No text-book employed.	No text-book.	No text-book.

Spott Parochial School, in the County of Haddington.	Stenton Parochial School, in the County of Haddington.	Salter Parochial School, in the County of Haddington.
March 29, 1841.	March 26, 1841.	April 29, 1841.
Dunbar.	Prestonkirk.	Tranent.
2 miles.	3 miles.	5 miles.
North-east.	North.	North-west.
..	..	..
It is healthy.	It is a healthy situation.	It is very healthy.
It is well chosen.	It is well chosen.	It is well chosen.
Stone and lime.	Stone and lime.	Stone and lime.
Slated.	Tiled.	Slated.
In capital repair.	In good repair.	In very good repair.
..	..	In 1808.
24 feet by 21, 13 feet high.	34 feet by 17, 14 feet high.	23 feet by 15½, 14 feet high.
No.	No.	No.
Yes.	Yes.	Yes.
No.	No.	No.
No.	No.	No.
..	..	..
..	..	..
..	..	..
Yes.	Yes.	Yes.
Dismissed with prayer.	Prayer and singing in the morning; tract read in the afternoon before dismissal.	With prayer.
Yes.	Yes.	Yes, in classes.
The Lord's prayer.	The Lord's prayer.	The Lord's prayer.
..	..	No.
..	..	..
..	..	..
Upon the whole, intelligently.	Intelligently.	Intelligently.
Yes.	Yes.	Yes.
Schoolmasters' Series.	Schoolmasters' New Series, and Bible.	Lennie's Book, Parts 1, 2, 3; Schoolmasters' New Series, No. 4; New Testament; and Sessional School Collection.
Schoolmasters' Series.	Schoolmasters'.	Gray's.
Schoolmasters' Series.	Schoolmasters'.	Schoolmasters'.
None.	None.	Gray's General History; Simpson's England and Scotland.
Schoolmasters'.	Schoolmasters'.	Rae's.
None.	No text-book.	No text-book.

Pencaitland Parochial School, in the County of Haddington.	Tranent Parochial School, in the County of Haddington.	Tyninghame Parochial School, in the County of Haddington.
April 29, 1841	May 4, 1841.	April 2, 1841
Tranent.	Tranent.	Prestonkirk.
4 miles.	..	1¼ mile.
North-west.	..	West.
..	..	..
It is very healthy	It is healthy.	It is healthy.
It is well chosen.	The situation is central, but too near the public road	It is well chosen.
Stone and lime.	Stone and lime.	Stone and lime.
Slated	Tiled	Slated
In good repair.	Internally in good repair, externally not good.	In excellent repair.
In 1801.	..	4 years ago.
30 feet by 18, 15 feet high.	40 feet by 18, 10 feet high.	26 feet by 19, 16 feet high.
No.	No.	No.
Yes.	Yes.	Yes.
No	No.	No.
No.	No	Yes, around the school.
..	..	A quarter of an acre.
..	..	No.
..	..	..
Yes.	Yes.	..
With prayer.	Dismissed with prayer.	With prayer.
Yes, in classes.	Yes, in classes	Yes.
The Lord's prayer	The Lord's prayer.	..
No.	No.	..
..	..	..
..	..	..
Intelligently.	Intelligently.	Upon the whole, with intelligence.
Yes	Yes.	Yes.
Schoolmasters' New Series of School-books, New Testament and Bible	Schoolmasters' New Series, Parts 1, 2, 3, 4, and 5; Schoolmasters' Old Series, No. 5.	Schoolmasters' New Series.
Gray's, Schoolmasters', Hutton's, Bonnycastle's, and Davidson's.	Gray's.	Gray's.
White's.	Reid's.	White's.
Simpson's Scotland.	Simpson's England and Scotland.	Stewart's.
Schoolmasters'	Schoolmasters'.	Lennie's.
No text book.	Wood's text-book.	None.

Dirleton Parochial School, in the County of Haddington	Dunbar Parochial School, situated at East Barns, in the County of Haddington	Dunbar Parochial School, situated at West Barns, in the County of Haddington.	Garvald Parochial School, in the County of Haddington
Not taught.	None.	Not taught.	Not taught.
Not taught.	None	Not taught.	Not taught.
Keith's and Croker's.	None.	Hutton's Mensuration.	Not taught.
A set of maps, and a terrestrial globe.	Black board.	Black board and a few maps	A black board.
No.	..	No.	No.
Yes.	Yes.	Yes.	Yes.
Yes	..	..	Yes.
..	..	..	..
No stated monitors.	No stated monitors	No stated monitors.	None.
..	..	..	None.
Yes.	Yes.	Yes.	Yes.
..	On a mixed estimate.	On a mixed estimate.	On a mixed estimate.
Yes.	Yes.	Yes.	Yes.
..	"The Tawse."	..	..
Yes.	Yes.	Yes.	Yes.
None.	None.	None.	None.
None.	Small books.	None.	None.
Occasionally resorted to.	Monitors very seldom employed, on account of the smallness of the school now	A modification of it	No.
No.	Yes.	Yes.	No.
..	..	..	It is not used.
..	No.	Yes.	No.
No.	No.	Yes.	No.
Yes.	Yes.	Yes.	Very seldom.
No.	Sometimes.	Yes.	No.
No	No.	Yes.	No.
In none.	In none.	In none.	In none.
In none.	In none.	In none.	In none.
..	..	..	No.
Yes, of 200 volumes.	No.	No.	No.
To those children attending school, and those who had formerly attended. The library is managed by the children themselves. This has been done with such care *that only one volume has been lost during the last 15 years.*	..	..	..
Yes.	..	..	..
Twenty are taken out every fortnight.	..	..	..

Gifford Parochial School at Lang Yesta, in the County of Haddington.	Gladsmuir Parochial School, in the County of Haddington	Haddington Parochial School, in the County of Haddington.
Not taught.	The Precentor teaches this on the Saturdays	Not taught.
Maps occasionally.	None	No text book used, but it is taught
Davidson's	Hutton's.	Keith's Mensuration; the pupils are also taken into the fields and taught practically
None.	None.	A black board only is supplied by the Heritors, maps, &c, are supplied by the master.
No.	No.	No
Yes	Yes.	Yes
..	Yes.	No
..	..	One master and an assistant
No monitors.	No monitors regularly used; the Duxes of the more advanced classes are employed as such.	16 monitors, who prepare the classes to be heard by the master himself
..	..	None.
Yes. On a mixed estimate.	Yes On a mixed estimate.	Yes. On a mixed estimate
Yes.	Yes.	Yes
..	..	..
Yes.	Yes	Yes
None.	None.	None
None.	None.	Books given as prizes.
No	No	No
No	No.	Occasionally
..	..	..
..	..	..
..	.	No
Yes.	Yes	Yes
Yes, in grammar and geography.	No.	Frequently, but not habitually
Yes	No.	Yes.
In none.	In none	In none.
In none.	In none.	In none
No.	No.	No
No	No.	No.
..	..	..
..	..	..
..	..	..

Humbie Parochial School, situated at Netherkeith, in the County of Haddington.	Humbie Parochial School, situated at Upperkeith, in the County of Haddington.	Innerwick School, in the County of Haddington.
None.	Not taught.	None.
None.	Not taught.	None.
Davidson's.	Davidson's.	None.
A black board.	None.	A black board, nothing else.
No.	No.	..
Yes.	Yes.	Yes.
Yes.	..	..
One.	..	..
Not employed.	Only occasionally employed.	None used.
..	..	..
Yes.	Yes.	Yes.
On a mixed estimate.	On a mixed estimate.	On a mixed estimate.
Yes.	Yes.	Yes.
..	..	..
Yes.	Yes.	Yes.
None.	None.	None.
None.	None.	None.
No.	No.	No.
No.	No.	No.
..	..	It is occasionally used.
..	..	No.
..	No.	No.
In the more advanced classes.	Yes.	Yes, sometimes.
Yes.	No.	No.
No.	Occasionally.	No.
In none.	In none.	In none.
In none.	In none.	In none.
No.	No.	..
No.	No.	No.
..	..	..
..	..	..
..	..	..

Oldhamstocks Parochial School, in the County of Haddington, and under the superintendence of the Presbytery of Dunbar.	Prestonkirk Parochial School, in the County of Haddington.	Prestonpans Parochial School, in the County of Haddington.
Not taught.	Not taught.	Not taught.
Not taught.	Architectural drawing taught.	Not taught.
Not taught.	Croker's.	Not taught.
None.	A black board and the General Assembly's set of maps.	A black board alone supplied by the Heritors.
..	No.	No.
Yes.	Yes.	Yes.
..	..	..
..	..	..
None employed.	No monitors.	No stated monitors.
..	..	..
Yes. On a mixed estimate.	Yes. On a mixed estimate.	Yes. On a mixed estimate.
Yes.	Sometimes.	Yes.
..	..	..
Yes.	Yes.	Yes.
No other.	None.	None.
None.	Small rewards in money.	Medals and books.
Occasionally employed.	..	No.
No.	It is mingled.	Yes.
Occasionally.	..	..
No.	..	..
No.	..	..
Sometimes.	Yes.	Yes.
No.	No.	No.
No.	No.	No.
In none.	In none.	In none.
In none.	In none.	In none.
..	..	No.
No.	No.	No
..	..	..
..	..	..
..	..	..

Spott Parochial School, in the County of Haddington.	Stenton Parochial School, in the County of Haddington.	Salter Parochial School, in the County of Haddington.
None.	Not taught.	Not taught.
None.	Not taught.	Maps occasionally drawn.
None.	Not taught.	..
A black board and maps of Scotland and Palestine.	Large slates and the maps of the General Assembly's Education Committee.	A small black board and maps.
No.	..	No.
Yes.	Yes.	Yes.
..	..	..
..	..	..
No stated monitors.	No stated monitors.	Three.
..	None.	..
Yes. On a mixed estimate.	Yes. On a mixed estimate.	Yes. On a mixed estimate.
Yes.	Yes.	Yes.
..	"The Tawse."	..
Yes.	Yes.	Yes.
None.	None.	None.
None.	Small books are occasionally given.	None.
Occasionally used.	No, but occasionally used.	Not strictly.
Occasionally.	Sometimes.	No.
..	It is used.	..
No.	Yes.	..
Sometimes.	Sometimes.	No.
Yes.	Yes.	Yes.
No.	No.	No.
No.	No.	No.
In none.	In none.	In none.
In none.	In none.	In none.
..	..	No.
No.	There is a library in the parish, to which the elder children have access.	No.
..	..	..
..	..	..
..	..	..

Pencaitland Parochial School, in the County of Haddingdon.	Tranent Parochial School, in the County of Haddington.	Tyninghame Parochial School, in the County of Haddington.
None.	None.	None.
None.	Mapping and architectural drawing taught.	None.
Cocker's and Davidson's.	Ingram's and Davidson's, the text-books; this is taught practically in the field.	None.
None.	Two black boards; maps of Europe, Palestine, England, Scotland, and Ireland.	A black board.
No.	No.	..
Yes.	Yes.	..
..	..	..
..	..	..
They are occasionally employed.	Four.	No stated monitors.
..	..	..
Yes. On a mixed estimate.	Yes. On a mixed estimate.	Yes. On a mixed estimate.
Yes.	Yes.	Yes.
..	..	..
Yes.	Yes.	Yes.
None.	None.	..
None.	Prize books.	Small books.
No.	..	It is.
No.	No.	No.
..	..	..
..	..	..
..	..	No.
Yes.	Yes.	Yes.
No.	No.	Yes, weekly.
No.	No.	No.
In none.	In none.	In none.
In none.	In none.	In none.
No.	No.	..
No.	No.	No.
..	..	..
..	..	..
..	.	..

Dirleton Parochial School, in the County of Haddington.	Dunbar Parochial School, situated at East Barns, in the County of Haddington.	Dunbar Parochial School, situated at West Barns, in the County of Haddington.	Garvald Parochial School, in the County of Haddington.
69	95	123	23
40 29 79	60 35 84	 115	13 10 25
44 35 75	 80	 108	 23
.. .. On the decrease.	.. .. On the increase.	.. .. On the increase.	.. .. On the decrease.
5 in the last year. Yes. ..	.. Yes. ..	.. Yes. ..	.. Yes. ..
Yes. Yes.	Yes. Yes.	Yes. Yes	Yes. Yes.
No. Per Quarter. English reading, . 2s. 6d. With writing . . 3 6 With arithmetic . 4 6	.. Per Quarter. English reading . 2s. 6d. With writing . . 3 6 With arithmetic and grammar . . . 5 0	.. Per Quarter. English reading . 2s. 6d. With writing . . 4 0 With arithmetic and grammar . . . 5 0 With geography . 6 0	No. Per Quarter. English reading . 2s. 6d. With writing. . . 3 6 With arithmetic and grammar . . . 4 6
Yes. No. Autumnal vacation of 6 weeks. About 5. About 12. No.	Yes. No. Autumnal vacation. About 5. About 13. ..	Yes. No. Autumnal vacation, lasting 6 weeks Between 5 and 6. Between 13 and 14. ..	Yes. No. Autumnal vacation of 6 weeks. About 5. About 12. No.
William Henderson. Yes. No.	James Patterson. Yes. No.	James Turner. Yes. No.	Robert Cockburn. Yes. No.
Yes. Yes.	Yes. Yes.	Yes. Yes.	Yes. Yes.
No.	No.	No.	No.
Mr. H. has taught 37 years.	16	Has taught 14 years.	Mr. C. has taught 45 years.
..	None.	None.	A labourer.
Favourable.	My opinion is favourable.	In all respects good.	Inefficient.
Presbyterial examination annually Its effect is good.	Presbyterial examination annually. Good.	Presbyterial examination annually. Good.	Presbyterial examination annually. Its effect is good.
26*l.* The master declined to answer this.	27*l.* ..	75*l.* ..	12*l.* Session and Heritor's clerk, 15*l.*
34*l.*	8*l.* 11*s.* 2½*d.*	34*l.* 4*s.* 4½*d.*	34*l.*

Gifford Parochial School, at Lang Yestu, in the County of Haddington.	Gladsmuir Parochial School, in the County of Haddington.	Haddington Parochial School, in the County of Haddington.
19	81	185
12	47	113
7	34	72
34	130	210
..	72	..
..	58	..
20	76	200
..	44	..
..	32	..
..	Stationary.	On the increase.
..	..	..
Yes.	Yes.	Strictly.
..	..	..
Yes.	Yes.	Yes.
Yes.	Yes.	Yes.—35 are paid for by the Heritor.
No.	No.	No.
Per Quarter.	Per Quarter.	Per Quarter.
English reading . . 3*s.* 0*d.*	English reading . . 2*s.* 6*d.*	English reading . . . 2*s.* 6*d.*
With writing . . . 3 6	With writing . . . 3 6	Writing 3 6
With arithmetic, &c. . 5 0	With arithmetic . . 4 6	Arithmetic, geography, and grammar . . . 4 6
Yes.	Yes.	Yes.
No.	No.	No.
Autumnal vacation of 6 weeks.	Autumnal vacation of 6 weeks.	The autumnal vacation of 6 weeks.
6	Between 5 and 6.	Between 5 and 6.
12	Between 13 and 14.	14
..	..	..
Archibald Hunter.	James Turnbull.	Thomas Henderson.
Yes.	Yes.	..
No.	No.	No.
Yes.	Yes.	Yes.
Yes.	Yes.	Yes.
No.	No.	No
Mr. H. has taught 30 years.	Mr. T. has taught 24 years.	Mr. H. has taught 17 years.
Originally a blacksmith; left that occupation on account of bad health at the age of 18.	None.	..
Favourable.	In all respects favourable.	My opinion of Mr. Henderson in these respects is very high.
Presbyterial examination annually	Presbyterial examination annually	Presbyterial examination annually
Good.	The effect is good.	Its effect is good.
17*l.* 10*s.* No other.	45*l.* As Session clerk, 10*l.*; As Heritor's clerk, 20*l.*	95*l.* ..
25*l.* 13*s.*	34*l.*	34*l.*

Humbie Parochial School, situated at Netherkeith, in the County of Haddington.	Humbie Parochial School, situated at Upperkeith, in the County of Haddington.	Innerwick School, in the County of Haddington.
34	66	31
19 15 43	33 33 86	25 6 43
.. .. 35	 80	37 6 ..
.. .. Stationary.	.. .. On the increase.	.. .. Stationary.
.. Yes. ..	.. Yes. ..	.. Yes. ..
Yes. Yes.	Yes. Yes.	Yes. Yes.
No. Per Quarter. English reading . . . 2*s.* 0*d.* Writing . . . . . 2 6 Arithmetic 3 0	No. Per Quarter. English reading. . . 2*s.* 0*d.* Writing . . . . . 2 6 Arithmetic . . . . 3 0 Geography and grammar 3 6	No. Per Quarter English reading . . 2*s.* 6*d.* With writing . . . 3 6 With arithmetic and grammar. 5 0
Yes. No Autumnal vacation of 6 weeks.	Yes. No. Autumnal vacation of 7 weeks.	Yes. No. Autumnal vacation lasting 7 weeks.
5 12 No.	Between 5 and 6. 15 No.	About 6. About 14. ..
Robert Lillie. Yes. No.	James Lamb. No. No.	Robert Henderson. Yes. No.
Yes. Yes.	Yes. Yes.	Yes. Yes.
No.	No.	..
Mr. L. has taught 11 years.	..	About 18.
None.	None.	None.
In all respects favourable.	In every respect highly favourable	The school is not in a very efficient state.
Presbyterial examination annually	The Presbyterial examination annually.	The annual Presbyterial examination.
Good.	Good.	Good.
11*l.* ..	24*l.* As Session clerk, 5*l.*; As Heritor's clerk, 9*l.*	20*l.* As Session clerk, 8*l.*
29*l.* 18*s.* 9½*d.*	29*l.* 18*s.* 9½*d.*	31*l.*

Oldhamstocks Parochial School, in the County of Haddington, and under the superintendence of the Presbytery of Dunbar.	Prestonkirk Parochial School, in the County of Haddington.	Prestonpans Parochial School, in the County of Haddington.
13	105	99
8	..	50
5	..	49
..	60	130
..	..	..
..	..	..
12	54	108
..	..	..
..	..	..
Stationary.	On the increase.	Stationary.
..	..	..
Yes.	Yes.	Yes.
..	..	..
Yes.	Yes.	Yes.
Except 3.	Yes.	Yes.
No.	No.	No.
Per Quarter.	Per Quarter.	Per Quarter.
English reading . . . 2*s.* 6*d.*	English reading . . . 2*s.* 6*d.*	English reading . . . 2*s.* 6*d.*
With writing 3 6	With writing 3 6	With writing 4 0
With arithmetic . . . 5 0	With arithmetic and grammar 5 0	With arithmetic, &c. . 5 0
Yes.	Yes.	Yes.
No.	No.	No.
Autumnal vacation lasting 8 weeks.	The autumnal vacation lasting 6 weeks.	Autumnal vacation of 6 weeks.
5	About 5.	Between 4 and 5.
15	12	Between 13 and 14.
..	..	No.
Robert Boyd.	Alexander M'Dougall.	Thomas Fargie.
Yes.	No.	No.
No.	No.	No.
Yes.	No.	Yes.
Yes.	Yes.	Yes.
Has been trained as a teacher.	Yes, in the Edinburgh sessional school.	At the Edinburgh sessional school.
About the age of 19.	12 years of age.	Mr. F. has taught 6 years.
None.	None.	A carpenter.
The school is in an *unsatisfactory state.*	In every respect favourable.	In all respects favourable.
The annual examination by the Presbytery.	Presbyterial examination annually.	Presbyterial examination annually
Good.	Good.	Good.
2*l.*	28*l.*	60*l.*
None.	None.	..
30*l.*	17*l.*	34*l.* 10*s.*

Spott Parochial School, in the County of Haddington.	Stenton Parochial School, in the County of Haddington.	Salter Parochial School, in the County of Haddington.
75	81	65
..	..	43
..	..	22
80	101	82
..	56	..
..	45	..
65	90	78
..	..	..
..	..	..
..	Stationary.	On the increase.
..	..	..
Yes.	Yes.	Yes.
..	..	..
Yes.	Yes.	Yes.
Yes.	Yes.	Yes.
No.	No.	No.
Per Quarter English reading . . . 2*s.* 6*d.* With writing. . . . 4 0 With arithmetic and grammar 5 0	Per Quarter English reading . . . 2*s.* 6*d.* With writing . . . . 4 0 With arithmetic . . . 5 0 With geography and grammar 6 0	Per Quarter English reading . . . 3*s.* 0*d* With writing . . . . 4 0 With arithmetic . . . 5 0 With geography . . . 6 0
Yes.	Yes.	Yes.
No.	No.	No.
Autumnal vacation lasting 8 weeks.	Autumnal vacation lasting 6 weeks.	Autumnal vacation of 6 weeks.
About 6.	Between 5 and 6.	About 5.
About 14.	14	13
..	..	..
John M'Dougall.	James Fraser.	John Halliday.
Yes.	No.	No.
No.	No.	No.
Yes.	Yes.	Yes.
Yes.	Yes.	Yes.
He visited the normal schools in Edinburgh and Glasgow.	At Edinburgh sessional school.	No.
Has taught 12 years.	About 20.	Mr. H. has taught 25 years.
None.	None.	No.
In attainments fair, highly respectable in character, and school in good condition.	School admirably taught.	In every respect highly favourable
Presbyterial examination annually	Annual Presbyterial examination.	Presbyterial examination annually
Good.	Good.	Good.
38*l.* 4*l.*	45*l.* Session and Heritor's clerk, 8*l.*	30*l.* As Session clerk, 5*l.*; As Heritor's clerk ,9*l.*
31*l.*	34*l* 14*s.*	34*l.*

Pencaitland Parochial School, in the County of Haddington.	Tranent Parochial School, in the County of Haddington.	Tyninghame Parochial School, in the County of Haddington.
63	128	53
28 35 89	81 47 153	32 21 55
.. .. 75	 141	 50
.. .. Stationary.	.. .. On the increase.	.. .. Stationary.
.. Yes. ..	.. Yes. ..	.. Yes. ..
Yes. Yes.	Yes. Yes.	Yes. Yes.
No.	No.	No.
Per Quarter. English reading . . . 2s. 6d. With writing . . . . 3 6 With Arithmetic. . . 4 6	Per Quarter. English reading . . . 2s. 6d. With writing . . . . 4 0 With arithmetic . . . 5 0 With grammar and geography . . . . . 6 0 With Latin . . . . 7 0 With mensuration and French 10 6	Per Quarter. English reading . . . 2s. 6d. With writing . . . . 3 6 With arithmetic and geography 5 0
Yes. No.	Yes. No.	Yes. ..
Autumnal vacation of 6 weeks.	Autumnal vacation of 4 weeks.	The autumnal vacation lasting between 7 and 8 weeks.
Between 4 and 5. 14 No.	5 13 ..	5 14 ..
Robert Foggo. Yes. No.	John Brydene. No. No.	J. W. T. Graham. .. No.
Yes. Yes.	Yes. Yes.	Yes. Yes.
No.	..	No.
Mr. F. has taught 32 years.	Mr. B. has taught 14 years.	Has taught 11 years.
None.	None.	..
Upon the whole favourable.	In every respect highly favourable.	Upon the whole very favourable.
Presbyterial examination annually.	Presbyterial examination annually	Presbyterial examination annually
Good.	Good.	The effect is good.
45*l.* As Session clerk, 8*l.* 8*s.*; As Heritor's clerk, 13*l.*	100*l.* As Session clerk, 10*l.*	34*l.* The interest of a mortified sum, 1*l.* 7*s.* 4*d.*
34*l.*	34*l.*	34*l.*

Whitekirk Parochial School, in the County of Haddington.	Yester Parochial School, in the County of Haddington.	Yester Parochial School, situated at Lang Newton, in the County of Haddington.
61	52	26
41	39	14
20	13	12
The master has been in the school only three months; this information could not be procured.	60	26
..	..	..
..	..	..
..	56	24
..	..	..
..	..	..
On the increase.	Stationary.	On the increase.
..	..	..
..	Yes.	Yes.
..	By inquiry at parents or guardians.	..
Yes.	Yes.	Yes.
Yes.	Yes.	Yes.
No.	No.	No.
Per Quarter.	Per Quarter.	Per Quarter.
English reading . . . 2*s.* 6*d.*	English reading . . . 3*s.* 0*d.*	English reading . . . 2*s.* 6*d.*
With writing 3 6	With writing 4 0	With writing 3 6
With arithmetic and grammar 5 0	With arithmetic . . . 5 0	With arithmetic . . . 4 6
	With grammar . . . 6 0	
	With geography . . . 7 0	
Yes.	Yes.	Yes.
..	No.	No.
The autumnal vacation lasting 8 weeks.	Autumnal vacation which lasts 6 weeks.	Autumnal vacation 6 weeks.
5	About 5.	About 5.
13	About 13.	About 13.
..	No.	..
John Hogg.	Peter Machay.	Christopher Hamilton.
No.	Yes.	A widower.
No.	No.	No.
Yes.	Yes.	Yes.
Yes.	Yes.	Yes.
Yes, in the Edinburgh Sessional School.	No.	No.
Has taught 10 years.	Mr. M. has taught 15 years.	Mr. H. has taught 20 years.
None.	..	None.
In every respect favourable.	I entertain a very high opinion of Mr. M. in all these respects.	Unfavourable as far as regards the first and third.
Presbyterial examination annually	Presbyterial examination annually	Presbyterial examination annually
Good.	Its effect is good.	Good.
30*l.* As Session clerk, 3*l.* 10*s.*	25*l.* 2*l.* 10*s.* interest of a small mortified sum.	14*l.* ..
34*l.*	34*l.*	8*l.* 11*s.*

REPORT, by the Rev. JOHN ALLEN, on the State of several Schools in the Counties of Chester, Derby, and Lancaster.

MY LORDS,

On the 29th of March, 1841, I was instructed to proceed to the inspection of 52 schools in *Derbyshire, Cheshire,* and *Lancashire.* They were all connected with the Church of England. Eleven of them having been aided by your Lordships, were formally liable to inspection, the 41 others had invited the visits of Her Majesty's Inspectors. Of these 41 schools 39 had been aided by the Lords of the Treasury.

I left London on the evening of the 29th of March and returned on the 30th of April.

Previous to my departure I waited on the Right Reverend the Bishops of Chester and Lichfield; the kind assistance which their Lordships gave me proved of considerable service to the furtherance of my work. Of the 41 schools that invited inspection, 7 are in operation only as Sunday-schools; 2 are in the district of Furness, so as to be most accessible from Cumberland or Westmoreland; I was omitted by an oversight; and 3 were visited, but, from circumstances over which I had no control, were not inspected: of the remaining 28 I subjoin in the Appendix detailed accounts. Again—of the 11 schools aided by your Lordships, one is at present used only as a Sunday-school, another was to be opened as an infant-school in a fortnight after my visit, the remaining 9 added to the 28 mentioned above make in all 37 schools visited and reported on.

A table in the Appendix gives the names of the inspected schools, classifying some of the results ascertained; from which it appears that out of the 37 schools reported on, 5 were dame-schools, 8 were infant-schools, 16 were schools under a master in which boys and girls were assembled in the same room, 7 were schools in which under a master and a mistress the boys and girls were taught in separate rooms, and one was a school exclusively for girls.

Of the dame-schools little can be said; as far as I could observe, the mistresses commonly seemed gentle, right-minded women, and with a single exception they were neat in their persons; one could not however help regretting that the school building was not so applied as to be the means of imparting more efficient instruction; in one of these cases where the mere structure had cost above £300, and in which more than 70 children were assembled on the day of my visit, the mistress (a good worker) was unable either to write or to detect the most gross errors of spelling, and a large portion of the children were sitting wholly unemployed. Of these five schools, two were aided by a grant from your Lordships. The largest number of children that I found in a dame-

school was 73, the smallest number 13; the whole number of children divided by the number of schools gives 30 as an average attendance.

The infant-schools were all fitted with a gallery, and were commonly well furnished with prints: one of them (that attached to St. James's Church in Heywood) appeared to me an exceedingly good school. The master (a Scotch Episcopalian, trained under Mr. Stow at Glasgow), aided by his sister, was more successful in bringing into action the intellectual faculties of his children than any other paid teacher whom I saw in Lancashire. Here also I found a border of flowers round the playground, perfectly neat and free from weeds; this, which is always an agreeable sight as connected with a school, is most precious in a town like Heywood, where the pleasurable feelings excited by flowers and other of the good gifts of the Author of nature have but few opportunities of being called into action. A flower-garden is also a place where lessons of self-denial may be very early taught. I was told that during the last year only one blossom had been picked without leave. The children, although coming from the most unpromising localities, were neat and clean. I shall have occasion to refer to the district attached to this school in a subsequent part of my report. Of the other infant-schools, one of which alone was under a master, the teachers appeared to be in most instances kindly-hearted women, and some of them showed considerable cheerfulness and energy joined with a very agreeable manner of talking to the children; but in all of them I noticed a great lack of any systematic plan for calling out the intelligence of their scholars. What was done seemed chiefly routine work. The lessons in Scripture, which might be made most profitable to children (by first exciting their imagination with a well-designed print, and then, when they are interested in the subject, and their faculties are brought as it were into the proper temper, by impressing upon them in a few weighty words the lesson intended to be conveyed), were commonly mere appeals to the memory, in which a few of the more forward pupils led the answers of the rest. It is of course something that the children of the poor should be assembled in spacious and cheerful rooms, and taught, by marching and manual exercises, accompanied with singing, habits of order and the use of their bodily powers; but surely, without burdening their memories with unintelligible terms, a well-trained and skilful teacher will find means to accustom his scholars to put forth and bring into action the faculties of their minds. Quickness of perception, the capacity for accurate observation, a facility in passing from the symbol to the thing signified, are powers educed by exercise, and dependent in a great measure for their efficiency upon the habits we form. In most of these schools the older girls were taught to sew and knit. Attached to two of them were playgrounds fitted up with a circular swing. In none of these were the children exercised in writing or drawing at the

blackened board or wall; and I met with only one instance of a cabinet of natural objects. Of the eight infant-schools, four are aided by your Lordships. The largest attendance that I found of infants was 131, the smallest 37; dividing the whole number of infants by the number of schools visited, would give nearly 74 as the average attendance.

In 10 out of the 16 national schools kept by masters and attended by children of both sexes, some assistance was given by a female in teaching the older girls to knit and sew, and in superintending the younger children. Of the 16 masters, 5 only could be said to have received any proper training, namely, those of Mersham, of St. James's Heywood, of Walton-le-dale, of Habergham Eaves, and of Downham schools; six of them taught on no system, without any arrangement of the children into classes, and in these the results, as far even as mere instruction went, seemed to me inferior to that which is obtained in a good dame-school. Of the remaining five, one had been instructed under Mr. Wilderspin, as an infant-schoolmaster, for six weeks, and the results even of this short training appeared in the order and cheerfulness of his children; but he began the work of a schoolmaster late in life, and although not wanting in quickness and energy, the defects in his early education will probably prevent his ever becoming a very efficient instructor. Another had had charge of his school for so short a time, that I was not well able to judge of what he was likely to effect; he was however gentle in manners, and his wife, who assisted him in his work, was particularly neat and pleasing in her appearance. A third, at the head of a very large and badly-managed school, was not wanting in shrewdness, but he had been very imperfectly educated, and his severity towards the children left on my mind a most unpleasing impression. A fourth, who presided over a school of some 25 children, will I have little doubt, as he grows older, become more serviceable in his work; he has had slender advantages in the way of education, but he is quiet and intelligent. And the fifth, a man likewise of not much education but apparently of gentle and pleasing character (the effect of which was very visible in his school); he was one of the few masters who had begun to teach his children to sing from notes, he himself accompanying them on the violin. To go back, however, to the five schools mentioned above.

In the Measham school the sphere of instruction is rather confined, but all that is taught is thoroughly taught, and equal attention is paid to the lower classes with the higher. The children are intelligent, and the tone and character of the school satisfactory in every respect. Their proficiency in religious knowledge was great. The master has the advantage of a most painstaking and efficient superintendent in the clergyman. It is not usual to find a seraphine in a national-school room, but the effects of its presence on the singing of the children, the master being a good musician, was remarkably good.

The St. James's Heywood is another of those schools which are chiefly indebted for their merit to the constant superintendence of the clergyman. When I first visited it (without any notice) I found the curate engaged in teaching one of the classes, the clergyman's wife was also in the school; religious instruction is habitually given by the clergyman, who also gives orally lessons in geography and history. The school was attended at the time of my visit by 64 factory children, who came in drafts, half in the morning, half in the afternoon. Their regular payments are a great assistance to the school, and they can here receive *bonâ fide* instruction. When they chance to be thrown out of work, they are allowed still to continue their attendance at the school without-out any payment. I brought away with me specimens of needle-work, which although done by children employed half the day in a factory, were remarkable for cleanness as well as good sewing.

The Walton-le-dale national school was the largest I saw during my tour; there were present on the day of my visit 140 boys and 77 girls: many of these would have found their appropriate place in an infant school, but the master, a thoughtful and as it appeared to me a well-judging person, was able, with the assistance of monitors, to keep fair order, and an efficient system of instruction pervaded the entire school. In the room above some 20 girls were taken off his hands by a sewing mistress. The appearance, intelligence, and manners of the boys spoke much in favour of the school. I was not able to give it the time that I could wish to have spent in it.

In the Habergham Eaves school the master gives his chief attention to the first class. He seemed straightforward in his character, and to possess considerable capacity, understanding what he is about, and he is evidently fond of his work, for which he has in a great measure formed himself; his children are in perfect order, but this result is produced perhaps rather by fear than love. There is a deficiency in the amount of religious instruction communicated in the school, but the parents of many of the children being Dissenters, the master felt himself under some restraint. A new arrangement is about to be made in this respect, by which it is intended to provide for such instruction being regularly given by the clergyman of the district.

The Downham school was the best village school that I visited in Lancashire. It is endowed with 20*l.* per annum. The master has been trained in the National Society's Central School at Westminster; he is neat in his person and cheerful in his manners; his children show some intelligence, and are in good order. The school is not one of very great pretensions, but what is attempted seems to be fairly done.

In the above schools the largest number that I found in attendance under one master was 217 (140 boys, 77 girls); the smallest number 21 (12 boys, 9 girls); dividing the whole number of

children by the number of schools will give near 70 as the average to each.

In the next class of schools, seven in number, where boys and girls are taught in separate rooms, under a master, and a mistress, I did not observe any so deficient as those which are noticed above. The school at Whalley has been only for a few weeks under its present master and mistress, having been left by its previous occupants under very disadvantageous circumstances. The situation is confined and the arrangements not good, In the school attached to St. Mary's, Preston, where many of the children come from a very poor class—the hand-loom weavers—the master seems scarcely to have energy sufficient to cope with the difficulties of his position. The boys are but very imperfectly instructed and are in bad order. The master having been in trade, began his present work at the age of 32, and was trained for eight months some years back at the Central School of the National Society; but it could not well be hoped that the imperfections of his early education would, with his character, be remedied in mature life. The mistress is more intelligent, and her school is in better order.

The master of the school attached to Trinity Church, Bolton, is a man of education superior to that possessed by the average of national schoolmasters. What was done, as far as I could examine it, was accurately done. I was hurried in my visit to the school, and was not able to give it the attention I wished. In the three upper classes which I examined the children were intelligent, and the school was generally in good order.

About 30 factory boys were in attendance, having replaced a like number who had received instruction during the earlier part of the day. The acquirements of these were but scanty. The mistress, who had lately been appointed, was at the head of a quiet orderly school; she was gentle in her manners. The intelligence of the girls did not equal that of the boys. At Rainhill a very large part of the expense of building and fitting the school has fallen upon the clergyman. The school is not attended by the children of the poorest classes, the amount of payment which is thought necessary for the support of the master and mistress precluding their attendance. The master was a shoemaker, and has not been trained to his work; he is neat in appearance and gentle in manners. On the day of my visit there were 26 boys and 18 girls present. The school has been in operation about 16 months; the building is an exceedingly good one.

At Marple there is a very well-built school-room, attended by about 100 children. The instruction of the boys is confined to reading, writing, and arithmetic, and the two first of these are not taught very efficiently. The master, a young man, neat in his person, is but imperfectly educated, and his conduct seemed to me harsh towards the children; but I was not quite sure how much of this might be attributed to some degree of nervous anxiety manifested at my visit: his wife appeared more gentle with the girls. The

school at Hyde would be far better managed if it had the benefit of more superintendence; the master does not want capacity, and has some right feelings as to what his office should be, but considering rather the requirements of the parents than the responsibilities of his station, his chief attention is devoted to getting his children on well in arithmetic. His school is a large one, and might be in far better order. The children do not read intelligently, and the amount of religious instruction given in it seemed but scanty. The building is a remarkably good one. The girls under the care of the schoolmaster's wife are quiet and orderly, but the amount of instruction given did not seem to me very great.

The master of the national school attached to St. Peter's, Derby, appeared to be a gentle, thoughtful person, but he has not been well trained, and his education is but imperfect; he is also not sufficiently neat in his person, and this want of care tells unfavourably on the children; a good deal of what his children do is incorrectly done, but I cannot tell how much of this may be attributed to the late master, who left the school some six months back. The mistress is a good quiet sort of person, but not trained to her work, and the acquirements of her girls are not very great. The arrangements are not very methodical in either the boys' or the girls' school. Of these seven schools that at Hyde is the largest, being attended by 142 boys and 63 girls. The smallest is that at Rainhill, where the numbers were 26 boys and 18 girls; 80 boys and 54 girls would be about the medium number.

There is but one more school to be noticed separately, namely, a girls' school in St. Mary's parish, Chester, the merits of which are above the average. The mistress, an intelligent woman, neat in her person, keeps her girls in good order; and the amount of instruction given seemed to me rather more than is usual in schools of a similar class.

In the Appendix are given detailed reports of the schools inspected, following the forms issued to me by your Lordships.

I very much regret that from various causes the answers in some respects are so imperfectly filled up; but I hope that I have gathered some experience in my late tour, and that, if I am called upon to present any further reports, more attention to the points on which your Lordships have required information will be exhibited; but in so large a body of questions as are supplied for each school, some escaped my notice at the time of inspection, and others on which information was obtained I am unable now to answer, from having trusted my memory too much.

The table given in the Appendix presents but an unsatisfactory view of the general amount of the instruction conveyed. To take one instance—there were in attendance at the 16 schools (not infant) kept by masters and attended by children of both sexes, 1106 scholars; of these I noted the numbers (one) who could read with ease, and (two) who could read words of one syllable, such as "length," &c., without spelling; the numbers of such as could read

with ease were 338 (being less than one third of the whole), and if we add to these 305 the number of such as could read imperfectly, we shall have in all 643, which is but a small proportion out of more than 1100 children. All of these schools were assembled in substantial and well-sized buildings; what is wanted is not so much school-rooms as efficient masters and greater means for their support. At present perhaps we ought not to say that proper training and sufficient education among schoolmasters is so scarce a commodity, that those who are esteemed the possessors of it are liable to ask for it a high price (for instances are not I believe uncommon of men at the head of schools of a considerable size leaving the calling of a schoolmaster to be employed as book-keepers in offices and the like); but the poorer classes have as yet no adequate sense even of the mere exchangeable value of what is called a good education, and when one finds the case continually recurring of apparently no accessible funds by which a better master may be secured, the enquiry must press itself on one's mind, How is this difficulty to be met?

It is a favourable symptom, that in the upper classes there is undoubtedly a general and a spreading feeling that more ought to be done: and much is it to be wished that this feeling would prompt them to visit the elementary schools attended by their poorer neighbours more frequently. The superintendence of those is too commonly left with the clergyman and his family; wherever a judicious and habitual superintendence takes place, the school will uniformly exhibit the favourable results of it, and a mere occasional visit will do much. It is something to have the windows opened in the close atmosphere which the schools in Lancashire commonly present, owing to the high temperature to which the children are accustomed in the mills. Such visits would also, where necessary, do much towards moderating the tones of the master's voice and preventing unnecessary harshness.

It seems to me that gentleness is a peculiarly valuable quality in a schoolmaster for the poor. With the children of the upper classes, if they get rough treatment at school they have their kindly sympathies brought out by the education of their homes; but with the poor, their external manners, especially where there is a pressure of poverty, do not always do justice to the warmth of feeling within, and the consequence too frequently is that their offspring grow up untoward and stubborn, from its never having been realized to them that those with whom they came in contact had any serious care for their welfare.

I have dwelt most upon such schools as seemed to me to have that in them which deserved praise; but no one who has seen anything of the cotton districts can help feeling that very much remains to be done. I do not know an every-day sight more melancholy than the stream of faces that one sees issuing from the mills at noon in the manufacturing towns. Not that such as are employed in the factories appeared to me out of health or en-

feebled—they are commonly well fed, and the uniform temperature in which they work compensates in some measure for other physical disadvantages—but their demeanour has no marks in it of shame-facedness or self-respect; and the facility with which they can provide for themselves frees them at an early age from parental control: want of chastity is in many places amongst these scarcely thought of as a reproach. It seems therefore greatly to be desired that the attendance at school enforced by the Factory Act should be given to schools of character, where not only the children might not be reported of as present, when absent on errands or on other insufficient causes, but where moral training as well as instruction might be accessible to those whose spiritual condition labours under so many disadvantages. If some qualification were necessary for a man to act as a schoolmaster to factory children, the regular payments of these would afford great support to good schools, and a feeling would gradually find place that the children were obtaining something that was really of value in return for the trivial sacrifices imposed by the requirements of law.

It is said that what is really efficient in Lancashire is the Sunday-school, which frequently numbers above a thousand within its walls;—and certainly that at Bolton, the only one in which I spent any time, appeared to me a sight which would well repay the trouble and expense of a long journey to visit it: by assiduous superintendence of more than 20 years the spirit of the pastor is in some measure transfused through the school, and the teachers, all privately instructed week after week by the clergyman, become the channels through which his lessons are conveyed to each of the children that have the happiness of attending his school;—and the example set at Bolton is followed out in other places. At Bolton there is also an efficient day-school: but there are large towns in Lancashire, such as Oldham, where there is no parochial school accessible to the children of the poor. The difficulties in the way of the establishment of week-day schools where there are already spacious school-houses erected amidst a dense population of more than 60,000 souls, cannot be insurmountable.

The district attached to St. James's, Heywood, may be taken as evidence of what may be effected in a town, the circumstances of which are amongst the least favourable that can well be imagined for its spiritual culture. Within the last 30 years the population of Heywood has increased from a few hundreds to more than double as many thousands, and these consist almost entirely of two classes, the operatives and their immediate superintendents. There are no gentry; and the bad arrangements of the more recent manufacturing towns of Lancashire here appear in their most disgusting forms. The clergyman with a flock of 8000 is not so well paid as an ordinary curate; but within the three years that he has held the appointment he has established an efficient day-school attended by a considerable number of factory children, and the best infant-school that I have seen out of the immediate neigh-

bourhood of London, with three night-schools for such as are at work during the day. A daily school, supported by a factory master, has been placed under his superintendence, and in a short time two more day-schools will be opened along the line of his population, which, as so many missionary stations, will, we may reasonably hope, prove, humanly speaking, the means of leavening his district. On Mondays, Wednesdays, and Fridays, himself and his wife and their two female servants leave the house with the key in their pockets to spend the evening in a room given up to their use in a manufactory two miles distance. Here some 60 young people who have been in the mill during the day are assembled; some of the girls are taught sewing and knitting, the rest, with the boys, learn writing and accounts; the evening's work is concluded with a short catechetical lecture out of the Bible, and prayer.

At St. James's, Clitheroe, I spent the evening in another night-school of a similar kind, in which the clergyman, after a laborious day's work, is always himself the chief teacher, taking class by class in succession; the number of scholars present was 87; their ages from 13 to 20, with a few older pupils. In these night-schools I saw nothing like fatigue or inattention resulting from the labours of the day.

While I have been writing these remarks, I have often been in doubt whether I should express my feelings, from the fear that I might be taking too much upon myself in presuming to act in so many respects a judge of those around me. And although I feel deeply that even praise of such as are greatly our superiors in self-denial, in laborious diligence, and in all that is most worthy of the estimation of men, doth little become our lips, I thought that I should do most towards discharging the office that has been allotted to me by an attempt to give as faithfully as was in my power a transcript of the impressions I received. Moreover I was sure that whoever read these reports, so far as they do not include statements of facts, would read them as the notions formed by one who had only a limited time for making his observations, and that consequently opinions might be stated which subsequent and more patient observation might modify, or even entirely change.

I must further add, that it cannot but be that a person such as I am, who gives himself with any degree of consideration to his work, will have abundant motives for self-humiliation in the instances which will continually be brought before his eyes, of men giving untiringly their time, their energies, and their money to the furtherance of the best interests of their fellow-men.

My Lords, I have the honour to be

Your Lordships' obedient humble servant,

King's College, London, (Signed) JOHN ALLEN.
20th May, 1841.

To the Right Honourable the Lords of the Committee of Council on Education.

NAMES of SCHOOLS INSPECTED.	Number present at time of Inspection		Read with ease		Could read simple Narratives.		First four Rules in Arithmetic.		Beyond the first four Rules in Arithmetic		Write on Paper.		Write on Slates.		Weekly Payments		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Reading	Writing	Accounts.
National Schools, in which Boys & Girls are taught in separate rooms.															*d.*	*d.*	*d.*
Derby, St. Peter's . .	94	42	.	.	46	20	34	33	30	.	54	.	40	.	*3		
Hyde	142	63	35	11	43	29	20	.	58	.	55	.	23	.	2	3	4
Marple	50	51	19	.	12	.	.	.	19	.	21	20	9	14	1		
Rainhill †	26	18	3	4	11	5	.	.	4	1	6	4	5	.	4	6	‡8
Bolton, Trinity Church	128	91	.	.	.	.	.	.	.	.	.	.	.	.	2		
Preston	80	98	7	16	29	20	.	.	7	.	13	9	.	.	1	2	
Whalley	30	17	.	6	4	.	1	.	2	.	4	8					
National Schools, in which Boys & Girls are taught in the same room.																	
Measham	..	66	33		33		..		..		..		..		1	§2	
Ridgeway	39	15	12		12		..		..		..		..		3	8	9
Stockport, St. Thomas's	61	58	32		25		32		..		57		32		2		
Handbridge . . .	43	2	15	.	7												
Woodbank‖	19	16	2		27		3		2		..		..		2	¶3	
Heywood, St. James's .	59	49	56		35		17		..		33		58		2		
Adlington†	16	32	15		9		..		..		5		..		2	6	8
Euseton	10	23	11		10		2										
Walton-le-Dale . .	140	77	65		25		19		40		..		..		.	1	2
Crawshawbooth . .	82	53	39		22		..		..		30		105		1	1½	
Habergham Eaves †‖ .	70	22	23		49		11		..		45		47		2	3	4
Higham	16	15	14		9		..		..		12		11		2	3	4
Symonstone	15	10	7		6		..		..		7		..		2	3	4
Read‖	22	18	6		6		..		..		6						
Pendleton‖	12	9	..		11		..		3		8		..		3	6	8
Downham‖	20	18	8		19		5		14		9		..		1	3	**5
National Schools exclusively for Girls.																	
St. Mary's, Chester.																	
Infant Schools.																	
St. Thomas's, Stockport	38	32															
St. Helen's†	54	58	23		..		..		..		12		..		2		
St. George's, Wigan .	..	47	..		..		..		..		..		..		2		
Atherton †	26	36	..		..		..		..		..		..		2		
Daisy Hill, Deane † .	19	18	..		..		..		..		..		..		††1½		
St. James's, Heywood ‡‡	37	33	..		..		..		..		..		..		2		
St. Luke's, Heywood ‡‡	63	68	16		29		16		..		6		..		2	4	
St. James's, Clitheroe †	35	25	..		..		..		..		..		..		0½		
Dame Schools.																	
Clutton, Farndon . .	17	14	15	.	..		..		..		..		..		1		
Lache, St. Mary's, Chester	4	11															
Widnes Dock† . . .	3	15	.	.	..		..		..		..		..		2		
Hadock	23	50	.	.	..		..		..		..		.	§§3			
Bispham †	..	13	.	13													

* Boys and 2*d* Girls † Schools aided by a grant from the Committee of Council on Education.
‡ Under six years old 3*d*. § The children of the richer parents 5*d*.
‖ Schools kept by a master, unaided by a mistress for sewing, attended by girls.
¶ If not recommended by a subscriber, 7½*d*. ** 2*d*., 4*d*., and 6*d* paid by the richer children.
†† 2*d*. for sewing. ‡‡ Infant Schools taught by a master as well as a mistress.
§§ 4*d* if they are not parishioners.

SPECIAL REPORTS ON SCHOOLS

INSPECTED IN THE

COUNTIES OF CHESTER, DERBY, AND LANCASTER.

By the Rev. JOHN ALLEN.

5	6	7
Trinity Church National School, Bolton le Moors.	Preston, St Mary's, National School.	Whalley National School,
29 March, 1841.	29 March, 1841.	29 March, 1841.
15 April, 1841. 20 May, 1841. Rev James Slade (chairman) Rev A Hadfield (secretary).	21 April, 1841. 20 May, 1841. Rev. J. Parker.	26 April, 1841. 20 May, 1841. Rev. R. N. Whittaker.
Trinity Parish.	..	Whalley.
Bolton le Moors.	..	Blackburn.
..	..	7 miles.
..	..	South west.
January, 1839.	5 April, 1838.	1819.
Rev James Slade, Rev. A. Hadfield.	Rev. C. Wilson, late Vicar of Preston.	Rev. R. Noble, R. Whalley, Esq., J. Taylor, Esq., &c.
National Society and Diocesan Society.	National Society.	National Society.
100*l.*	100*l.*	40*l.*
Freehold	Freehold.	..
No.	No.	On churchyard.
No.	No.	Occasionally for religious meetings.
..	..	No trust deed.
Yes. Not yet enrolled. Rev James Slade, Rev A. Hadfield. The Vicar of Bolton and the incumbent fill up the vacancies.	The incumbent unable to answer these queries.	
A long triangular yard behind the school-room, which faces the street in which the church stands Houses bound it at each end, and the back is enclosed by a high wall, the yards for girls and boys kept separate. An open drain.	A small piece of ground adjoining the chapel, at the end of a small alley. The school building abuts on one side on the burying ground.	A small slip of land adjoining the churchyard, facing the street; bounded at either end by houses.
Yes.	Yes.	Not very healthy; confined, dark.
Well chosen?	Yes.	Near the church.

8 Measham National School.	9 Ridgeway National School.	10 Stockport, St. Thomas's National School.
29 March, 1841.	29 March, 1841.	29 March 1841.
1 April, 1841. 20 May, 1841. Rev. J. C. Moore.	2 April 1841. 20 May 1841. Rev. A. C. Bromehead.	8 April 1841. 20 May 1841. Rev. H. Walford.
Measham. Ashby-de la-Zouch. 3½ miles. North-east. 1829.	Eckington. Chesterfield. 7 miles. South. 1837.	St. Thomas, Stockport. .. .. 1 June, 1840.
The Incumbent of the parish, and Charles Moore, Esq., who in 1828 left a legacy of 50*l.* for the purpose.	Sir G. Sitwell, Rev. F. Ricketts, Rev. A. C. Bromehead.	Lady Vernon, R. Peters, Esq., J. K. Winterbottom, Esq., T. Robinson, Esq., Messrs. Christy and Co.
National Society.	National Society.	National Society.
50*l.* in 1829. 20*l.* 20*l.* Freehold.	30*l.*	..
No.	Freehold, secured by Act of Parliament on the enclosure of waste, 35 Geo. III. No.	A promise has been made of the land; a trust-deed will shortly be prepared. No.
For parochial purposes generally, at the will of the Perpetual Curate. A new deed is in preparation.	No. No trust-deed.	No. No trust-deed at present.
On the west side of the school is a slip of land enclosed by a low brick wall, and paved with bricks. The north east and south sides are bounded by the court-yard attached to small cottages. The school-house stands on the slope of a hill.	A long slip of land leading off from the road on a gentle slope, enclosed by low hedges.	Fifty paces by forty; bounded by the churchyard in front, and by gardens on east and west; enclosed in front by iron rails on the other sides by a quick fence. The master's house is drained by a covered drain.
Healthy.	Yes.	There is a ditch on one side.
Well chosen.	Yes.	Close to the church, and surrounded by a large population.

11 Chester, St. Mary's, in Handbridge, Boys' School.	12 Woodbank National School.	13 St. James's National School, for Boys and Girls, Heywood, Lancashire.
29 March, 1841.	29 March, 1841.	29 March, 1841.
8 April, 1841. 20 May, 1841. Rev. T. Eaton.	8 April, 1841. 20 May, 1841. Rev. J. Cottingham.	19 April, 1841. 20 May, 1841. Rev. Hewitt O'Brien, the Incumbent.
St. Mary's. In Chester. .. .. 1840.	Shottewick. Chester. 5½ miles. South. Opened in 1835.	Bury. Bury. 3 miles. West. 1 January, 1839.
The Lord Bishop and the Rector.	Rev. J. Cottingham, R. Richardson, Esq., Dean and Chapter of Chester.	The Incumbent, James Fenton, Esq., Robert Kay, Esq.
In connexion with National Society.	National Society.	National Society.
..	20*l*.	45*l*. and a grant of 10*l*. for the maintenance of a pupil teacher for a year.
No tenure; it is the property of the schoolmaster.	A grant from the Dean and Chapter of Chester.	Freehold.
..	Yes; the land was bought by Queen Anne's Bounty.	No.
Occasional meetings under the control of the clergyman.	No.	No.
No trust-deed.	No trust-deed.	The incumbent has not the documents of the school.
.. ..	.. .. Dean of Chester and Incumbent. ..	.. ..
Fourteen paces by six. School is at the back of the master's house; bounded by meadowland.	Bounded north by road; east and west by glebe; south by Shottewick Park. Enclosed by hedge and ditch on south side. A drain required on south side.	Seventy paces by ninety. A plot of ground near the church, bounded on the west side by a yard. The playground at the back of the building is enclosed by a fence of stone slating, surmounted by a wooden paling. A covered drain leads into the pond of a factory below.
Rather confined.	Yes; built on the slope of a hill.	Yes.
Not very.	In the centre of parish; not near the larger part of the population.	Yes.

14	15	16
Adlington National School.	Euxton Endowed School.	Walton-le-dale National School.
29 March, 1841.	29 March, 1841.	29 March ,1841.
22 April, 1841. 20 May, 1841. Rev. T. Carpenter.	21 April, 1841. 20 May, 1841. Rev. J. Williams.	29 April, 1841. 20 May, 1841. C. Swainson, Esq.
Standish. Chorley. 3 mills. North. 1840.	Leyland. Chorley. 2¼ miles. East. 50 years ago.	Walton-le-dale. Preston. 2 miles. South-west. October 1814.
Sir R. Clayton, Bart	..	The Clergyman and principal inhabitants of the village.
National Society.	National Society.	National Society.
..	..	..
Freehold; grant from Lord of the Manor.	Feehold.	Freehold.
No.	No.	No.
No.	No.	The Clergyman was in attendance at the Chancellor's visitation at the time of inspection.
..	..	..
Yes.	Yes.	..
19 August, 1841. Sir R. Clayton, Bart., lord of the manor. The survivors appoint.	1838. .. Ex officio.	.. .. ..
1230 square yards. Bounded on two sides by the road; one side and the back enclosed with stone wall; in front part by wood palings, the rest with quick fence bounded by marshy ground at the back.	A strip of ground along the road 146 feet deep, bounded by meadow and garden ground. Covered stone drain.	..
It seemed to me low; it is open.	Yes.	Yes.
The population is near.	Yes.	Yes.

17	18	19
Crawshawbooth National School.	Habergham Eaves Parochial School.	Higham National School.
29 March, 1841.	29 March, 1841.	29 March, 1841.
26 April, 1841. 20 May, 1841. Rev. H. Haworth.	27 April, 1841. 20 May, 1841. Rev. F. G. James.	27 April, 1841. 20 May, 1841. Rev. S. J. C. Adamson.
Whalley, Chapelry of Goodshaw. Rawtenstall. 2½ miles. South. February 1838.	Whalley. Burnley. ¼ of a mile. .. October 1840.	Whalley, Chapelry of Padiham. Padiham. 2½ miles. West. 1838.
G. Haworth, Esq. J. Sanderson, Esq. John Brooks, Esq.	The Incumbent and Churchwardens, and the manufacturers of the district.	Perpetual curate of Padiham. L. N. Starkie, Esq. Miss Shuttleworth.
National Society.	No.	National Society.
..	..	..
Copyhold.	Copyhold.	Copyhold.
No.	Ground conveyed to trustees of Habergham Eaves district church.	No.
Lecture on Sunday evening.	No.	Parochial meetings occasionally held there.
Not ascertained, the Incumbent being absent.	..	Yes.
Yes.	Yes.	Yes.
In manorial court, 24 April, 1838.	.. The Incumbent and Churchwardens. Surviving Trustees fill up vacancies.	In the manorial court, 1838. Incumbent. The surviving Trustees (the Incumbent being one) fill up vacancies.
A small plot of grass-land on the side of a steep slope, adjoining the road; bounded by fields, and enclosed by a stone wall, which is very low in front.	A yard surrounding the school, 41¼ by 19¾ yards; bounded on one side by the road; enclosed in front with iron rails, on the other sides with walls.	300 square yards. Enclosed with stone walls.
Yes.	Yes.	Yes.
Yes.	Yes.	Yes.

20	21	22
Symonstone National School.	Read National School.	Pendleton National School
29 March, 1841.	29 March, 1841.	29 March, 1841.
27 April, 1841 20 May, 1841. Rev. S. J. C. Adamson.	26 April, 1841. 20 May, 1841. Rev. R. N. Whittaker.	28 April, 1841. 20 May, 1841. Rev. R. N. Whittaker
Whalley, Chapelry of Padiham. Padiham. 1¼ mile. East August 1840.	Whalley. Whalley. 2 miles. West. 1838.	Whalley Whalley. 3 miles South-west. 1837
Rev. S. J. C. Adamson. L. N. Starkie, Esq.	Mr. Hilton, of Read Hall.	Rev R Noble. L. N. Starkie, Esq John Aspinall, Esq.
National Society.	National Society.	National Society.
15*l*.	10*l*.	Not known.
Copyhold.	..	Copyhold renewable for ever.
No.	No.	No.
For parochial purposes	For parochial meetings.	Church service on Sundays.
..	..	No.
Yes.	..	Yes.
In the manorial court, Dec. 1840. Incumbent.	.. ..	1837. ..
The Incumbent and the survivors fill up vacancies.	Ex officio Trustees.	The committee of the school.
276 square yards A triangular plot of ground on a gentle slope, facing the road, taken off from a meadow. Enclosed with walls	The ground upon which the schoolhouse stands, with two adjoining cottages by the side of the road, in a village row open to the road.	A triangular piece of ground, about one sixth of an acre, on an eminence, the village being situate below. Bounded on two sides by a wall, on the back by a hedge. No drain.
Yes.	Yes.	Yes.
Yes	Yes	Yes

23	24	25
Downham National School.	Chester St. Mary's Girls' School.	Stockport, St. Thomas's Infant School.
29 March, 1841.	29 March, 1841.	29 March, 1841.
28 April, 1841. 20 May, 1841. Rev. P. Abbott.	8 April, 1841. 20 May, 1841. Rev. T. Eaton.	5 April, 1841. 20 May, 1841. Rev. H. Walford.
Whalley. Clitheroe. 3 miles. South-west. In 1839, Old Endowment.	Chester. .. .. .. 1839.	St. Thomas. In Stockport. .. .. 1 June, 1840.
William Assheton, Esq. Incumbent of Downham. Curate.	The Bishop of Chester. Rev. Chancellor Raikes. R. Massey, Esq. Rev. Thomas Eaton.	The promoters of the National School of St. Thomas.
National Society.	National Society.	National Society.
..	..	..
Freehold.	No legal tenure.	See answer to St. Thomas's National School.
No.	Yes.	No.
No.	No.	Occasionally the minister has held a catechetical lecture in the rooms.
..	..	..
Yes.	No trust-deed.	No trust-deed
7 January, 1841. W. Assheton, Esq.	.. ..	.. ..
The survivors to nominate, the Incumbent of Downham being one.	..	..
541 square yards. Bounded on one side by road, on slope of a hill. Enclosed by stone wall.	5 yards by 8. Bounded on two sides by the street, on the other side by houses and a yard. It is open to the street.	Vide answers for St. Thomas's National School.
Yes.	Yes.	..
Yes.	Yes.	..

26	27	28
St. Helen's Church of England Infant and Sunday-School.	St. George's Infant School, Wigan.	Atherton Church Infant School.
29 March, 1841.	29 March, 1841.	29 March, 1841.
23 April, 1841. 20 May. 1841. Rev. J. H. MacGuire.	22 April, 1841. 20 May, 1841. Rev. B. Powell.	15 April, 1841. 20 May, 1841. Rev. S. Johnson.
Prescot. In St. Helen's. .. .. 1837.	Wigan. In Wigan. .. .. 1837.	Leigh. Manchester. 12 miles. East. 1840.
The incumbent of St. Mary's. Mr. T. Haddock. Mr. W. Brownlow. Mr. J. Brownlow. Mr. F. Morley. Mr. T. B. Speakman.	Rev. Benjamin Powell. John Lord, Esq.	Lord Lilford. Rev. Samuel Johnson. Mr. Selby. Mr. Warburton. Mr. Cleworth.
National Society.	National Society.	National Society.
..	120*l*.	..
Freehold.	Freehold.	Freehold.
No.	No.	No.
For meetings of Friendly Societies.	Parochial purposes.	No.
Yes.	The trust-deed is in London.	The trustees under the deed have the power of making bye-laws, so that they be consistent with the appropriation of the building as a church school-room.
Yes.	Yes.	Yes.
19 December, 1826. ..	1840. The Incumbent of St. George's Chapel.	22 October, 1840. By the grantor of the land.
The Incumbent and Trustees of St. Mary's chapel; the renewal of this trust depending on that of the chapel.	After the numbers are reduced to 13, the subscribers and ex-officio members to complete the number to 21.	The survivors to reappoint.
434 square yards; adjoining the church, with a small bricked yard in front and behind, enclosed with stone wall.	40 paces by 20; the long side of which is occupied by the building which faces the street; the back parts taken up with a residence for master and mistress, a yard and offices. Enclosed by walls of houses and yards.	Half an acre. A parallelogram by side of road. Enclosed by quick hedge.
Confined.	..	Yes.
In a dense population close to the church.	Near the church, surrounded by a large population of poor.	Yes.

29	30	31
Daisy Hill Infant School.	Heywood St. James' Normal Infant School.	Heywood St. Luke's National School.
29 March, 1841.	29 March, 1841.	29 March, 1841.
16 April, 1841. 17 April, 1841. Rev. E. Girdlestone.	16 April, 1841. 20 May, 1841. Rev. Hewitt O'Brien.	16 April, 1841. 20 May, 1841. Rev. Robert Minnett.
Deane. Bolton le-Moors. 5 miles. East. 1840.	Bury. Bury. 3 miles. West. 15 April, 1839.	Bury. Bury. 3 miles. West. Built 1815; enlarged 1835.
Rev. E. Girdlestone.	James Fenton, Esq. Robert Kay, Esq. Incumbent of the parish.	The inhabitants.
..	National Society.	National Society.
..	..	50*l.* when built. 80*l.* when enlarged.
Freehold.	Freehold.	Freehold.
No.	No.	No.
For Sunday evening service.	Lecture on Wednesday evenings.	Lecture on Wednesday evenings.
No.	The present incumbent has not the documents.	..
It is at present in London being enrolled.	..	The trust-deed not completed.
..	..	..
..	..	The inhabitants and principal subscribers.
..	..	The surviving trustees appoint, the incumbent being one.
A square piece of ground. Bounded on two adjoining sides by two roads, on the other sides by garden-ground. Enclosed towards the road by wood paling, towards the garden-ground by a quick hedge.	90 feet by 70. A plot of ground near the church, open on three sides to the road. Bounded on north side by yard of a house. The yard at the back of the building is enclosed by a stone fence, surmounted by a wooden paling. Drained by a covered drain, which is emptied into the pond of a manufactory below.	A very small strip of land, in addition to the site of the school-room, which faces a street, having the churchyard at its rear. Each end is bounded by houses.
Yes.	Yes.	Fairly so; the town, from the arrangement of the buildings, &c., can scarcely, I fear, be considered a healthy one.
Yes.	Yes.	Yes; near the church thickly surrounded by population.

32	33	34
St. James's Infant and Night School, Clitheroe.	Clutton National School.	Lache School.
29 March, 1841.	29 March, 1841.	29 March, 1841.
28 April, 1841. 20 May, 1841. Rev. Dr Powell.	12 April, 1841. 20 May, 1841. Rev. T. F. Barker.	12 April, 1841. 20 May, 1841. Rev. Thomas Eaton.
Whalley. Clitheroe. In Clitheroe.	Farndon. Wrexham. 6 miles. West.	St. Mary's. Chester. 2 miles. North-east.
.. Night school 20 April, 1841. Infant school 29 March, 1841.	1836.	1837.
Rev. Dr. Powell.	Rev. F. Bryans, late Incumbent.	The Marquis of Westminster Rev. J. Mainwaring. R. G. Temple, Esq. Rev. G. Eaton.
National Society. Pastoral Aid Society.	National Society.	National Society.
National Society 150*l.* Pastoral Aid Society 100*l.*	10*l.*	5*l.* from National Society. 20*l.* Treasury.
Copyhold.	Freehold.	Freehold.
No.	No.	No.
For parochial purposes.	A lecture by the Incumbent every Tuesday evening.	No.
The Incumbent has the control of the building in subservience to the primary object for which it is erected.	The Incumbent has not the trust-deed, nor can he discover where it is lodged.	..
Yes.	..	..
5 June, 1840. Dr. Powell.	.. ..	.. Rector.
The Incumbent has power to nominate the Trustees.	..	Ex officio trustees.
756 square yards. At the bottom of an alley leading off from the main street. Bounded by a meadow and houses. Enclosed by stone walls.	40 paces by 46. In a garden on side of a hill. Bounded by a quick hedge, within ten paces of the road.	The ground on which the school-house stands, together with a small yard by the side of a lane.
Yes.	Healthy.	Yes.
Yes.	..	Yes.

35	36	37
Widnes Dock School.	Hadock National School.	Bispham Sunday and Daily School.
29 March, 1841.	29 March, 1841.	29 March, 1841.
13 April, 1841. 20 May, 1841. Rev. William Jeff.	14 April, 1841. 20 May, 1841. Rev. E. Sibson.	29 April, 1841. 20 May, 1841. Rev. B. Williams.
Farnworth Chapelry. Prescot. .. .. 1839.	Winwick. Ashton. 1¼ mile. North-east. 1837.	Bispham. Preston. 21 miles. East. 1840.
Rev. William Jeff. Thomas Kidd, Esq. Mr. Thomas Shaw.	Rev. E. Sibson. Thomas Legh, Esq. Henry Crotchley, Esq.	Rev. B. Williams Sir Hesketh Fleetwood. Sir B. Heywood. Miss Wilson. T. Singleton, Esq. B Crosse, Esq H Hornby, Esq. Rev. J. Hull. F. Kemp, Esq.
National Society.	Connected with Natl. Society.	No.
..	40*l.*	..
Freehold.	Freehold.	Freehold.
No.	No.	No.
Divine service on Sunday afternoon.	Monthly service on Sunday, and other parish uses.	No.
Yes.	Yes.	..
Yes.	Yes.	Yes.
18 January, 1841. By the original promoters.	10 April, 1837. Thomas Legh, Esq.	3 December, 1840. The Subscribers.
The surviving trustees elect so as to fill up the vacancies.	The surviving trustees elect.	Ex-officio Trustees.
A frontage of 7½ yards, running back from the railroad 19 yards; on the west side is the railroad; on north and south sides houses with their yards; on the east side a low brick wall. The whole site is on the railroad embankment.	Half an acre, by the side of the road, in shape of oblong parallelogram; laid out in a garden, with the exception of the site of the school Enclosed by a quick fence.	About 15 feet by 18, leading off from the road. Bounded on two sides by garden-ground, on the other by churchyard Its extent is that of the building and offices.
On east and west side there is a marsh.	A ditch lies at the back, but the building is well exposed to air.	Yes.
Close around there are some 40 huts, tenanted by the "hatmen."	Yes.	Yes.

5 Trinity Church National School, Bolton le Moors.	6 Preston, St. Mary's National School.	7 Whalley National School.
Stone.	Brick.	Stone.
Slated. Good.	Slated. Good.	Slated. Not over good.
1838. Grant from Treasury; grant from National Society; subscriptions.	1838. Grant; subscriptions.	1819. Subscriptions; grant from National Society.
..	The Incumbent has not the accounts.	
63 feet by 24.	54 feet by 31½; 13 feet high.	Girls' room 29 feet 6 inches by 21 feet 3; boys' room 48 feet by 21 feet 6 inches.
No, a temporary gallery is constructed with benches.	No.	No.
None.	None.	None.
Yes.	Yes.	Scarcely.
None for the boys; there is one for the girls.	No.	No.
A small yard at the back.	No.	No.
Small.	..	..
No.	..	..
Wall 10 feet high.	..	..
No.	No.	No.
Each within 100 yards.	Master lives a quarter of a mile off, and mistress half a mile off.	They live within 100 yards of the school.
Yes.	Yes.	Yes.
In first three classes.	In first two classes.	In first two classes.
No.	N	No.
Yes.		Indifferently.
..	No	No.

8 Mensham National School.	9 Ridgeway National School.	10 Stockport, St. Thomas's National School.
Brick.	Stone.	Brick.
Part tiled, part slated. Good.	Slated. Good.	Slated. Not in very good repair.
1829; added to in 1838 and 1839. From legacy, subscriptions, and grants of 100*l.* from National Society, and 20*l.* from Treasury.	1837. Treasury grant 80*l.*; National Society 30*l.*; subscriptions.	1837. Subscription 500*l.*; grants from the National Society and Treasury amount to 960*l.* The land is the gift of Lady Vernon.
1837. £. s. d. June 17. Paid Builder 30 0 0 Aug. 1. Ditto. 20 1 6½ Oct. 18. Ditto. 10 0 0 1838. Mar. 16. Furniture . 3 15 6 May 15. } Other Charges 18 10 0 Nov. 19. } Into the above account, work done by the farmers, and old materials, which formed part of the estimate, does not enter. Estimated value above 20*l.*	1836. £. s. d. 17 Dec. Paid Mason 30 0 0 1837. Paid Carpenter . . 0 2 6 Jan. Mason . . . 10 0 0 Mar. Do. . . . 10 0 0 May Do. . . . 50 0 0 June J. Crookes . . 15 0 0	£. s. d. Architect . . . . 40 0 0 Bricklayer . . . 428 1 8 Mason . . . . . 149 11 11 Carpenter . . . . 654 0 0 Plumber . . . . 108 18 0 Slater . . . . . 85 0 0 Glazier . . . . 26 0 0 Painter . . . . 153 0 0 Ironmonger . . . 45 0 0 Warming Apparatus 130 0 0
2 rooms, each 40 feet by 20; 10½ feet high to spring of roof.	9 feet high to spring of roof.	Length 80 feet; breadth 37 feet; height 16 feet.
Infant-school does.	No.	No.
One class-room 20 ft. by 12½.	None.	..
Yes.	Yes.	Ventilation sufficient; warmed by hot water.
No.	No.	No.
Yes, on west side of school.	There is a narrow slip of ground leading from the school-room to the road.	A strip of ground in front 17 paces broad, and a similar strip behind of 10 paces breadth.
A narrow slip of ground; a garden is about to be laid out for the use of the children.	..	90 feet by 17 paces in front, 60 feet by 10 paces behind.
No.	No.	With circular swings.
Brick wall four feet high.	Hedge.	Iron railings 8 feet high in front; at the back and side a quickset hedge separates it from the master's garden.
No.	No.	Yes.
Within 300 yards of school.	Half a mile.	..
Assembled with prayer, dismissed with singing and prayer.	No prayer nor singing.	Yes.
Yes, in the first class.	New Testament in first class.	In the first two classes.
Yes.	Collect.	No.
Yes.	Very imperfectly.	Yes, the first two classes.
Yes.	No.	Yes.

11 Chester, St. Mary's, in Handbridge, Boys' School.	12 Woodbank National School.	13 St. James's National School, for Boys and Girls, Heywood, Lancashire.
Brick.	Stone.	Stone.
Slated. Good.	Slated. A little damp shows itself on south side.	Slated. Good.
1840. Subscriptions.	1834. Subscription from Dean of Chester, &c. Parliamentary grant; National Society 20*l.*	Commenced 1837, finished 1838 Treasury grant 360*l.*; National Society 45*l.*; subscriptions.
	£. s. d. Timber of roof, &c. . 12 10 0 Door . . . . . 1 7 0 Brickwork . . . 19 12 6 Facing and ridging . 1 10 0 Flagging . . . . 7 1 0 Slating . . . . 12 15 6 Fireplace . . . . 1 15 0 Window-cases, &c. . 4 12 0 Glazing 4 0 0	The present incumbent does not possess the documents.
24¼ feet by 13¾.	27¼ feet by 15¼; 10 feet in height.	60 feet by 36; 12 feet high.
No.	No.	No.
None.	None.	None.
Yes.	Not sufficiently ventilated on the day of my visit; sufficiently warm.	Yes.
No	No.	No.
No.	No.	Yes.
..	..	About 20 yards square.
..	..	Circular swing.
..	..	Stone slabs surmounted by wood paling.
The school-room is situate in the yard at the back of the master's house.	No.	No.
..	1¼ mile.	Within 100 yards.
..	With prayer.	Yes.
..	In first class.	In first two classes.
..	No.	Yes.
..	A few of the elder children.	Yes.
..	No.	Yes.

14	15	16
Adlington National School.	Euxton Endowed School.	Walton-le-dale National School.
Stone.	Stone.	Red sand-stone.
Slated. Good.	Slated. Good.	Slated. Good.
1840. Grant from Privy Council 150*l.*	1837. Treasury grant 126*l.*; National Society 50*l.*	1835. Subscription; grant from Treasury.
The representative of the original promoter of the school, in whose possession the accounts are, was absent at the time of my visit.	The cost of the building was from 350*l.* to 360*l.*; but as a large portion of this cost was defrayed by the clergyman some four years back, the accounts are not at this time easily accessible.	I was unable to see the Clergyman during my visit, the Chancellor's visitation having taken place the same day.
..	63 feet by 24.	60 feet by 30.
No.	No.	No.
None.	..	..
Yes.	Yes.	Not sufficiently ventilated.
No.	No.	..
Yes.	No.	No.
A strip of ground 36 paces long, and 8 or 10 wide, in front of school-house & master's cottage.	..	..
No.	..	..
Stone wall, wood paling in front, and rough fence.	..	..
Yes.	No.	No.
..	Close.	400 yards.
No, only dismissed with prayer.	With prayer only.	With both.
In first class.	In first class.	In first three classes.
No.	..	Yes.
Three could say their catechism.	The older children are.	All.
No.	The children are not sufficiently advanced.	..

17 Crawshawbooth National School.	18 Habergham Eaves Parochial School.	19 Higham National School.
Stone.	Stone.	Stone.
Slated. Good.	Slated. Good.	Slated. Good.
1837. ..	1840. Private subscription; 200*l.* from Privy Council.	1838. Subscriptions; Treasury grant 50*l.*
Mr. Brooks, in whose care the accounts are, was absent at Manchester at the time of my visit.	..	£. s. d. Stone mason . . . 89 12 4 Lime . . . . . 7 13 7 Carpenter . . . . 28 13 4½ Carpenter . . . . 7 18 11½ Stone-carter . . . 5 0 0 Stone-getter . . . 3 12 3 Fittings . . . . . 9 18 0 Conveyance . . . 1 19 2 Joiner 5 5 6
..	..	33 feet by 18; 12 feet high.
No.	Yes.	No.
..	One, 10 feet by 10.	None.
Scarcely ventilated.	Yes.	Yes.
No.	No.	No.
A small one.	Only a small yard.	There is a yard in front, but no use is made of it.
Small.	Small.	..
No.	No.	No.
A very low wall in front, a high wall behind.	Iron rails in front, stone walls at back and sides.	..
No.	No.	Yes.
..	Half a mile.	..
With prayer only.	With prayer only.	No.
In first two classes.	In first three classes.	In first class.
No.	No.	No.
Very imperfectly.	Not as yet.	Imperfectly, in 1st class; 3 girls & 1 boy could say their catechism.
No.	No,	No.

20 Symonstone National School.	21 Read National School.	22 Pendleton National School.
Stone.	Stone.	Stone.
Slated. Good.	Slated. Good.	Slated. Good.
1840. Treasury grant 52*l.*; National Society 15*l.*; subscriptions.	1838. Treasury grant 60*l.*; subscription.	1837. Subscriptions; grant from National Society.
£. s. d. Mason . . . . . 38 10 7 Carter, stone, and lime 15 16 11 Labour on site, &c. . 6 0 3 Quarry bill . . . . 13 14 7 Plasterer . . . . 6 0 0 Glazier . . . . . 6 3 7 Joiner . . . . . 45 13 0 Stone-cutter . . . 13 7 7 Blacksmith . . . 1 19 7 Grates . . . . . 3 5 0 Attorney, for Stamps, &c. . . . . 11 8 6 N.B. The attorney was only paid what he himself was out of pocket for the conveyance.	..	..
33 feet by 18; 12 feet high.	22 feet by 17½ .	12 yards by 7 *outside*.
No.	No.	No.
None.	None.	None.
Yes.	Yes.	Yes.
No.	No.	No.
Small yard behind.	No.	Yes.
About 160 square yards.	..	About one-sixth of an acre.
No.	..	No.
Wall.	..	Wall five feet and hedge.
Yes.	Yes.	No.
..	..	Within 200 yards.
Yes.	No.	No.
In first two classes.	In first two classes	In first class.
Yes.	No.	No.
Yes.	Very imperfectly.	Seven could say their catechism.
No.	No.	No.

23 Downham National School.	24 Chester, St. Mary's Girls' School.	25 Stockport, St. Thomas's National School.
Stone.	Brick.	..
Slated. Good.	Slated. Fair.	.. ..
1840. Mr. Assheton 201*l.* 3*s.* 8½*d.*; grant from Treasury 75*l.*; small subscriptions, 15*l.* 10*s.* N.B. Mr. Assheton also at the expense of the fittings. £. s. d. Mason . . . . . 92 10 9½ Carpenter . . . . . 54 6 10 Flags, &c. . . . . 19 3 9 Slates . . . . . 28 14 0 Laying slates . . . 8 17 4 Stone getter and carter 31 0 0 Glazier . . . . . 15 0 0 Digging, carting, &c. 28 1 0 Grates . . . . . 2 0 0 Inside fittings . . . 10 0 0	1834–5. From subscriptions. ..	.. .. ..
20 feet by 24.	24 feet by 16; 7 feet high.	80 feet by 37; 16 feet high.
..	No.	Yes.
None.	None.	One class-room 14 feet by 9 feet 6 inches.
Yes.	Sufficiently warmed, not sufficiently ventilated.	Sufficiently warm; not enough ventilated.
No.	No.	No.
Small yard.	No.	Yes.
Small.	..	90 feet by 17 paces in front, 90 feet by 10 paces behind.
No.	..	With a circular swing.
Stone wall.	..	Iron railings 8 feet high in front; at the back and side a quickset hedge separating it from the master's garden.
No.	No.	Not for infant schoolmistress.
300 yards.	A mile.	Within 100 yards.
Prayer in morning, prayer and singing in the evening.	Yes.	Yes.
Yes, in first two classes.	Yes, in first two classes.	The mistress gives a lesson in the Holy Scriptures daily.
Yes.	No.	The school an infant school.
Yes.	Yes.	..
On Sundays they are.	..	..

26 St. Helen's Church of England Infant and Sunday School.	27 St. George's Infant School, Wigan.	28 Atherton Church Infant School.
Brick.	Brick.	Brick.
Slated. Good.	Slated. Good.	Slated. Good.
1827: enlarged 1840. Subscriptions; grant from Privy Council for enlargement 215*l.*	1837–8. Treasury 306*l.*; National Society; subscriptions; annual collections.	1840 Subscriptions, exclusive of site, 469*l.* 9*s.* 8*d.*; grant from Privy Council 250*l.*
..	..	£. s. d. Architect . . . . 20 0 0 Flags . . . . . 5 16 6 Contractor . . . 623 0 0 Joiner for privies, &c. 14 7 0 Bricks for privies . 10 6 0 Solicitor (trust-deed) 15 9 8 Rails 3 15 0
11 paces by 30.	90 feet by 21	30 feet by 40.
Yes.	Yes.	Yes.
One.	20 feet by 16.	None.
Yes.	Yes.	Yes.
Yes.	Yes.	No.
Yes.	Yes, at the back.	Yes, at the back of school.
Small.	About 200 square yards.	Half an acre with site of school.
No.	No.	No.
Wall.	Wall of house and stone wall more than 10 feet high.	By quick fence—rails in front.
No.	Yes.	No.
A quarter of a mile.	..	Within 100 yards.
Yes.	Yes, with singing and prayer.	Yes, with both.
Yes.	A Scripture lesson is given daily by the mistress.	Yes, in the gallery.
..	No.	No.
Scarcely.	Scarcely.	Some few.
No.	No.	No.

29 Daisy Hill Infant School.	30 Heywood, St. James's Normal Infant School.	31 Heywood, St. Luke's National School.
Brick.	Stone.	Brick.
Slated. Good.	Slated. Good.	Slated. Good.
1840. Privy Council 43*l.*; subscriptions 118*l* 0*s.* 6*d.*; collection at opening 7*l.* 18*s.* 7½*d.*	1838; commenced 1837. *See the Report of National School.*	1815; enlarged 1835. Grant from National Society; grant from Treasury; subscriptions.
£. s. d. Contract for building 170 15 9½ Fencing . . . . 7 14 3 Fittings . . . . . 7 14 7 Placards . . . . 0 6 0 Solicitor's bill . . . 6 18 8	The present incumbent has not the documents.	..
29 feet by 22½; 22¾ feet high.	60 feet by 36; 12 feet high.	60 feet by 30; 14 feet 3½ inches high.
Yes.	Yes.	Yes.
None.	None.	24 feet by 12.
Sufficiently ventilated, not sufficiently warmed.	Yes.	Not sufficiently ventilated, sufficiently warm.
No.	No.	No.
Yes, close to school-room.	Yes.	A small strip of land fronting the street.
12 paces by 6½.	About 20 yards square.	About 20 yards long, perhaps 12 feet wide.
No.	Circular swing.	No.
Wood paling, &c.; fence about 4 feet high.	Slabs of stone surmounted by wood paling, the height 6 or 7 feet.	..
Yes.	No.	No.
..	Within 100 yards.	Within 100 yards.
Yes.	Yes.	Yes.
Yes, in the gallery.	To the children in the gallery.	In first class.
The Lord's Prayer.	Yes.	No.
A few.	Yes.	A few are.
Scarcely.	Yes.	No.

32 St. James's Infant and Night School, Clitheroe.	33 Clutton National School.	34 Lache School.
Limestone.	Brick.	Brick.
Slated. Good.	Slated. Good, except some broken windows.	Slated. Good.
Completed January 1841. Privy Council grant 150*l.*; National Society 150*l.*; Church Pastoral Aid Society 100*l.*; subscriptions from Incumbent and others.	1836. ..	1836. Subscriptions and a grant from the Lords of the Treasury.
£. s. d. Land . . . . . 60 0 0 Carpenter . . . 213 1 10½ Mason . . . . 179 19 5½ Plasterer . . . . 74 6 0 Glazier . . . . 25 2 4½ Gas-fittings . . . 24 2 6½ Clocks . . . . 6 5 0 Sundries—Ironmongery, &c. . . . 12 1 6½ Total . . £594 18 9½	..	..
60 feet by 25½.	18½ feet by 36; 13 feet high.	15 feet by 12.
Yes.	No.	No.
One 25 feet long, width varying from 6 to 12 feet.	None.	None.
Yes.	Yes.	Yes.
No.	No.	No.
There are on each side of the school-room strips of ground which might be employed.	No.	No.
25 paces long.	..	..
No.	..	..
Stone wall.	..	..
No.	No.	Yes.
A cottage has been taken for the mistress close to the school, which is not as yet inhabited from fear of damp.	300 yards.	..
Yes.	With prayer; no singing.	..
Yes, in the gallery.	Bible, in first two classes.	In first class.
No.	The Collects of the church.	No: with the exception of the Collects.
Infant chool.	Yes.	A few are.
..	Scarcely.	No.

5 Trinity Church National School, Bolton-le-Moors.	6 Preston, St. Mary's, National School.	7 Whalley National School.
A large portion do.	No; about one fifth belong to Dissenting congregations, and attend their Sunday-schools; the rest attend Church.	Nearly all.
Yes.	Yes.	Yes.
Yes.	Their teachers attend with them.	Yes.
It is hoped this is done by the Sunday-school teachers.	No.	No.
The parents of the monitors are occasionally visited.	No.	No.
Yes.	..	The present master has had care of the school but for a very short period.
Intelligently.	Not very intelligently.	Not intelligently.
Yes.	No.	..
Bible, Mrs. Trimmer's Lessons, Mr. Slade's Sunday school Lessons, Ostewald; Nos. 1, 2, 3, of Natl. Society's Books; miscellaneous reading books of Natl. Society.	Bible, Bishop Gastrell's Institutes.	Bible, small lesson-books of Christian Knowledge Society.
Walkinghame's.	..	Walkinghame's.
Chambers' Geo. Primer.—Two lessons a-week are given in this to the head class.	..	..
..	Outlines (Hogarth).	..
Lennie's.	..	..
..	..	..
..	..	..
..	..	..
..	..	..
Maps.	Black board, maps, forms, desks.	A flute, forms, desk.
No.	No.	No.
Yes.	Yes.	Yes.
The Bible lesson given in the morning to entire school; each class comes under the master four times a week.	No.	Yes.
No.	No.	No.
One.	1 master.	One.
10 boys of upper class changed each week.	7	..
..	..	..
..	..	..

8 Measham National School	9 Ridgeway National School.	10 Stockport, St Thomas's National School
Some few do not.	Not all	Yes, with a few exceptions.
Yes	Yes.	Yes.
Yes.	Master generally accompanies them.	Yes
Yes	No	Scarcely
Not systematically, but on occasions	No.	Occasionally on Saturdays the parents are visited.
Yes.	No	The school has only been opened about a year.
Very intelligently.	Not intelligently.	Not very intelligently
Yes.	No.	Yes.
Bible, Testament, Mrs. Tanner's Lessons, Parables, Miracles, Bishop Gastrell's Truth and Duty, or 3, 5, 3, books monosyllable lessons from the Psalms, Book of Nature	Bible, Ostewald's Abridgment, and small lesson-books of Society for Promoting Christian Knowledge	Bible, Testament, Common Prayer, Wilder's First Lessons
Joyce's; Crossley's Intellectual Calculator, Nesbit's Mensuration, Walkinghame	Guy's	Walkinghame's
"	"	"
"	"	"
"	"	"
"	"	"
Wix's Collection of Psalms, Hymns, &c.	"	"
"	"	"
"	"	"
Seraphine, clock, cupboards, desks, forms, maps of the World, Palestine, and the British Isles.	Forms, benches, cupboards.	Desks, forms, map of Palestine, clock, and lesson posts.
No.	No.	In marching, and in the use of their arms.
Yes.	No	Yes.
No.	Yes.	Yes.
Under monitors that change every week.	No	No.
1 master, assisted by a dressmaker who teaches sewing	One,	"
£5 to the girls in the afternoon	"	6 boys, 6 girls, with a sub monitor to each
Once	"	None.
but 3s 6d per week	"	"

11 Chester, St. Mary's, in Handbridge, Boys' School.	12 Woodbank National School.	13 St. James's National School, for Boys and Girls, Heywood, Lancashire.
Most do.	Not regularly.	About two-thirds do, being all, except those who live out of the parish, or are the children of Dissenters. These last receive religious instruction during the week without any distinction. From 500 to 600 attend church on the Sunday.
Yes.	Sufficient.	Yes.
Teacher attends with them.	No.	Teachers attend with them.
Yes.	No.	..
..	No.	When the children are sick they are always visited, and if in necessitous circumstances supplied with fit food.
Yes.	No.	Yes.
..	Not intelligently.	Intelligently.
Yes.	No.	Yes.
Bible, small lesson-books of Society for Promoting Christian Knowledge, Instructor.	Bible, Spelling Book, small books of Christian Knowledge Society, and such as the children themselves bring.	Bible, Irish Lesson Books.
..	..	..
..	..	Taught orally.
..	..	Taught orally.
..	..	Taught orally.
..	..	..
..	..	..
..	..	..
..	..	..
Maps of Palestine, British Isles, World; violin, music board, thermometer.	Desks and forms.	Maps, forms, desks, clock.
No.	No.	No.
Yes.	Yes.	Yes.
Yes.	Yes.	No.
No.	No.	The religious instruction is chiefly given by the clergyman, who also gives many of the lessons in geography, &c.
One.	One.	1 master and 1 mistress.
..	..	..
..	..	One.
..	..	10*l.* per annum.

14 Adlington National School.	15 Euxton Endowed School.	16 Walton-le-dale National School.
Most do; a few are the children of Dissenters.	Not all; all the Church children do.	Not all.
Yes.	Yes.	Yes.
Teachers attend with them.	Yes, the master and mistress attend with them.	Yes.
No.	The school is of a very humble character at present; a new master was very recently appointed.	No.
No.	..	No.
No.	..	Yes.
Not very intelligently.	..	Intelligently.
No.	..	..
Bible.	Bible, lesson-books of Society for Promoting Christian Knowledge.	Bible, book of Christian Knowledge Society.
..	Walkinghame's.	Walkinghame's.
..	..	Goldsmith's,
..	..	Bishop Davy's.
..	..	Murray's and Lennie's.
..	..	..
..	..	..
..	..	..
..	..	..
Forms and desks.	Forms and desks.	..
No.	No.	No.
Yes.	Yes.	Yes.
No.	Yes	No.
No.	No.	No.
1 master, 1 mistress.	1 master, 1 mistress.	One.
..	..	Ten.
..	..	..
..	..	..

17 Crawshabooth National School.	18 Habergam Eaves Parochial School.	19 Higham National School.
Not all.	Not all.	Not all.
Yes.	Yes.	Yes.
Teachers attend with them.	Teachers attend with them.	Teachers attend with them.
No.	No.	No.
No.	No.	No.
No.	No.	No.
Not very intelligently.	Fairly intelligently.	Not intelligently.
..	The master pays greatest attention to his first class.	..
Scripture Lessons, Markham's Spelling Book.	Bible, Edinburgh Sessional School-book, Markham's Spelling Book.	Testament, small-lesson books of Christian Knowledge Society.
Walkinghame's.	Walkinghame's, Guy's, Nesbits.	..
..	Stewart's, Reid's Outline.	..
Pinnock's Catechism.	..	..
..	Lennie's and Murray's.	..
..	Edinburgh Sessional school-books.	..
..	..	..
..	..	..
..	Nesbit's.	..
Forms, desks, &c.	Maps of the World, England, Ireland, and Scotland.	Forms, desks.
No.	No.	No.
Yes.	Yes.	Yes.
No.	No.	Yes.
No.	No.	No.
1 master, assisted by a mistress.	1 master.	One.
..	6, changed every day.	..
..	..	..
..	..	..

20 Symonstone National School.	21 Read National School.	22 Pendleton National School.
Yes.	Not all.	Most do.
Yes.	Scarcely.	Yes.
Yes.	..	..
Scarcely.	No.	No.
No.	No.	No.
Yes.	No.	No.
With fair intelligence considering the circumstances of the school.	Not intelligently.	Not very intelligently.
Yes.	No.	No.
Bible, Irish Lesson Books, Trimmer's Scripture History.	Small lesson-books of Society for Promoting Christian Knowledge, Bible.	Bible, Child's Reading Book.
Walkinghame's.	..	Walkinghame's.
..	..	..
..	..	..
..	..	..
..	..	..
..	..	..
..	..	..
Forms, desks, &c.	Forms, desks, &c.	Desks, forms, &c.
No.	No.	No.
Yes.	Yes.	Yes.
Yes.	Yes.	Yes.
No.	No.	No.
One.	One.	One.
..	..	..
..	..	..
..	..	..

23 Downham National School.	24 Chester, St. Mary's Girls' School.	25 Stockport, St. Thomas's National School
Yes.	Yes, almost all.	The older children.
Yes.	Yes.	Yes.
Teachers attend with them.	Sunday-school teachers attend with them.	Teachers attend with them.
No.	Sometimes.	It is an Infant-school.
No.	The mistress visits the parents on the absence of a child.	On Saturdays.
Yes.	Yes.	Infant-school.
With fair intelligence.	With fair intelligence.	,,
Yes.	Yes.	,,
Bible, small lesson-books of Society for Promoting Christian Knowledge.	Bible, small lesson-books of Society for Promoting Christian Knowledge, Bishop Gastrell's Faith and Duty of a Christian.	,,
Walkinghame's.	Walkinghame's.	,,
,,	White's.	,,
,,	,,	,,
,,	,,	,,
,,	,,	,,
,,	,,	,,
,,	,,	,,
Map of England and of Palestine, black board for music.	Maps of Palestine, World, British Isles.	Ball frame, prints.
No.	No.	Yes, in marching and moving their arms.
Yes.	Yes.	No.
No.	No.	Yes.
No.	No.	No.
One.	One.	1 mistress and 1 assistant.
Four.	Five.	,,
,,	,,	,,
,,	,,	,,

26 St. Helen's Church of England Infant and Sunday School.	27 St. George's Infant School, Wigan.	28 Atherton Church Infant School.
Not all.	Not all.	Not all.
Yes.	..	Yes.
Teachers attend with them.	The Sunday-school teachers attend with them.	The Sunday-school teachers attend with them.
Infant-school.	No.	No, they are merely infants.
No.	No.	No.
..	An Infant-school.	..
..	,,	..
..	,,	..
Bible.	Sheet Lessons.	Holy Bible, Sheet Lessons.
..	..	..
..	..	..
..	..	..
..	..	..
..	..	..
..	..	..
..	..	..
..	..	..
Prints, lesson-posts.	Lesson-posts, black board, Scripture prints, Natural History ditto.	Sheet-lessons, lesson-posts, benches, desks, arithmetical counting-frames, prints.
In marching and use of the arms.	No.	No.
No.	No.	No.
No.	Yes.	Yes.
No.	No.	No.
Three.	One.	One.
..	..	..
..	One.	..
..	1s. per week.	..

29 Daisy Hill Infant School.	30 Heywood, St James's Normal Infant School.	31 Heywood, St. Luke's National School.
No.	All who live in the parish, not being children of Dissenters.	Not all.
No.	Yes.	No.
..	Yes.	Yes, teachers attend with them.
Scarcely.	..	No.
No.	When the children are sick they are always visited, and if in necessitous circumstances fit food is supplied.	No.
The school was opened in November last.	Yes.	No.
..	Intelligently.	Not intelligently.
..	Infant-school.	..
Bible, Sheet Lessons.	,,	Testament, Sheet Lessons.
..	,,	..
..	,,	..
..	,,	..
..	,,	..
..	,,	..
..	,,	..
..	,,	..
..	,,	..
Prints, lesson-posts, and boards.	Prints, lesson-posts.	Picture and lesson-boards, lesson-posts, desks, benches.
No.	In marching.	No.
Yes.	No.	Yes.
No.	Yes.	Yes.
No.	No.	No.
One.	1 master, 1 mistress.	1 master, and 1 mistress teaches sewing to a few children.
Four.	..	Four.
..	..	..
..	..	..

32 St. James's Infant and Night School, Clitheroe.	33 Clutton National School.	34 Lache School.
(*Infant-school.*)	Yes.	No.
,,	Yes.	The school a *Dame*-school.
Some of the children attend the Sunday-school, and the Sunday scholars the teachers attend.	,,	,,
No.	Scarcely.	,,
No.	No.	,,
An Infant-school, not a month in operation.	,,	,,
,,	Not very intelligently.	,,
,,	,,	,,
,,	Bible, Testament, small books of Christian Knowledge Society.	,,
,,	,,	,,
,,	,,	,,
,,	,,	,,
,,	,,	,,
,,	,,	,,
,,	,,	,,
,,	,,	,,
Lesson-posts, pictures, Texts of Scripture.	Forms, desk for master, cupboard.	Benches, desk, clock.
In marching.	,,	No.
Infant-school.	Yes.	Yes.
,,	Yes.	Yes.
,,	No.	No.
One.	1 schoolmistress.	One.
,,	,,	,,
,,	,,	,,
,,	,,	,,

5 Trinity Church National School, Bolton-le-Moors.	Preston, St. Mary's National School.	7 Whalley National School.
No system.	1*l.* allowed annually to each school so as to provide each child in first two classes with a book.	No system.
..	On intellectual proficiency.	..
..	..	..
Cane.	Cane.	Yes, cane.
..	..	..
Detention in school after hours.	..	..
None.	Small books to all children in first two classes.	..
No.	No.	No.
Yes.	No.	..
..	..	..
Yes.	No.	No.
..	No.	No.
..	..	..
..	..	No.
No.	No.	No.
No.	No.	No.
1 in the girls' school, a mistress, and an assistant named Goodnaigh.	One.	1 master.
..	..	1 mistress.
Ten.	Seven, selected from first two classes.	..
..	..	..
..	..	..
..	..	..
..	..	..
None.	None.	None.
Sewing, marking, &c., &c.	Sewing, marking, &c.	Sewing, knitting, &c.
A sick society with the Sunday-school.	No.	Sick-club connected with Sunday-school.
Yes: the books of the Christian Knowledge Society—about 200 volumes.	No.	No.
No: the congregation of the church are admitted to share the benefits.	..	..
Yes.	..	..
The library has only been established a month.	..	..

8 Measham National School.	9 Ridgeway National School	10 Stockport, St. Thomas's National School.
Rewards are given, but not systematically.	No.	No system.
..	..	On intellectual proficiency.
On a mixed estimate of intellectual proficiency.	..	..
Scarcely ever.	Cane.	The cane rarely, for contumacy and crime.
Yes.	..	Yes.
Tasks by heart, keeping in disgrace.	..	Standing out in the room for a definite number of minutes, with hands over the head, and tying up
..	..	Occasional books.
No.	No.	No.
The master takes each class on an average twice a-week.	..	Yes.
..	..	..
No.	No.	No.
No.	No.	No.
..	..	..
Yes.	No.	..
No.	No.	No.
No.	No.	No.
One.	One.	One.
None.	..	..
Fifteen.	..	Twelve, and sub-monitors.
One.	..	..
The pupil teacher is not apprenticed.	..	..
..	..	..
..	..	..
None.	None.	None
Sewing, knitting, &c.	The mistress teaches the girls sewing in the afternoon.	Sewing under the schoolmistress.
A clothing-club for children of good conduct above 14 is connected with the Sunday-school, at which most of the weekly scholars are.	None.	There is one for the Sunday-school.
Yes.	Yes.	A parochial library, to which the children have access, consisting of books of Committee of General Literature, of the Society for Promoting Christian Knowledge, Travels, Lives, &c.
For the parish generally.	..	No.
Yes.	Yes	Yes.
..	22 during the last five weeks, the period of the present master's attendance at the school.	..

11 Chester, St. Mary's, in Handbridge, Boys' School.	12 Woodbank National School.	13 St. James's National School, for Boys and Girls, Heywood, Lancashire.
..	No.	No rewards.
..	..	..
..	..	..
Very rarely; the cane only appealed to when other considerations fail in having effect.	Yes, cane.	Cane.
..	Yes.	..
..	..	..
..	None.	None.
No.	No.	No.
..	..	Yes.
..	..	..
No.	..	Yes.
No.	No.	Scarcely.
..	No.	..
..	No.	Yes.
No.	No.	No.
No.	No.	No.
One.	One.	One.
..	..	One mistress.
..	..	..
..	..	One.
..	..	Not apprenticed.
..	..	..
..	..	10*l.* per annum.
None.	None.	None.
None.	None.	Working shirts, caps, and the work was remarkably clean and well done.
None.	No.	A sick-club.
The parochial library, to which the children have access.	No.	..
No.	..	..
Yes.	..	..
..	..	..

14 Adlington National School.	15 Euxton Endowed School.	16 Walton-le-Dale National School.
..	..	..
..	..	..
..	..	..
..	Yes, cane.	..
..	..	..
..	..	..
..	..	..
No.	No.	..
..	..	..
..	..	..
No.	No.	No.
No.	No.	No.
No.	..	..
No.	But imperfectly.	Yes.
No.	No.	No.
No.	No.	No.
One.	One.	One.
One mistress.	..	Sewing mistress.
..	..	Ten.
..	..	..
..	..	..
..	..	..
..	..	..
..	..	..
14 learn sewing of the master's wife.	None. In sewing during the afternoon.	None. Sewing and knitting.
Clothing-club, with Sunday-school.	Sunday-school.	Yes, clothing-club.
Yes, of 40 volumes, connected with the Sunday-school.	Yes, with Sunday-school.	Yes.
Confined to Sunday-school teachers.	No.	No.
Yes.	Yes.	Yes.
The library has only just been established.	..	..

17 Crawshawbooth National School.	18 Habergham Eaves Parochial School.	19 Higham National School.
..	No system. Some rewards have been given.	No system.
..	On a mixed estimate.	..
..	..	..
Yes, cane for inattention, &c.	Yes, cane on hand.	Yes, cane, inattention, &c.
Yes. ..	.. ..	Yes. None.
..	..	None.
No.	No.	No.
Yes.	Yes.	Almost all the teaching comes from the master, who has but little method.
.. No.	.. ..	.. No.
No. .. Imperfectly. No.	.. .. Yes. No.	No. No. .. ..
No.	No.	..
One.	One.	One.
One mistress. ..	.. Six.	.. ..
.. ..	.. ..	.. ..
.. .. None. ..	.. . None. Part are employed as short-timers in mills.	.. .. None. A few are taught knitting and sewing by the master's mother.
No.	A sick society.	Sick and clothing-club, with Sunday-school.
Yes, with the Sunday-school, of 102 volumes from the Religious Tract Society.	No.	The library at Padiham of books from the Society for Promoting Christian Knowledge, and from the Religious Tract Society, is open to the school children.
To the Sunday-school children.	..	No.
Yes.	..	Yes.
..	..	A considerable number have been taken from the library, but very few, as I should think, by the school children.

20 Symonstone National School.	21 Read National School.	22 Pendleton National School.
No system.	..	..
..	..	..
..	..	..
Yes, cane.	Yes, cane.	Yes, cane.
..	..	..
..	..	..
..	..	..
No.	No.	No.
No.	..	..
..	..	..
No.	No.	No.
No.	No.	No.
No.	..	..
..	No.	No.
..	No.	No.
..	No.	No.
One.	One.	One.
..	..	..
..	..	..
..	..	..
..	..	..
..	..	..
..	..	..
None.	..	None.
The master's wife teaches a few to knit and sew.	..	None.
Sick and clothing-club connected.	No.	Sick club connected with the Sunday-school.
The library at Padiham furnished from the Christian Knowledge and the Religious Tract Societies is open to the school children.	One about to be formed by Miss Fort.	Yes, a small one.
No.	..	Confined to the children.
Yes.	..	Yes.
A considerable number have been taken from the library, but not many, I should think, by the school children.	..	Not many.

23 Downham National School.	24 Chester, St. Mary's Girls' School.	25 Stockport, St. Thomas's Infant School.
"	No system.	No.
"	"	"
"	"	"
Yes, cane.	Yes, strapping on the hand.	Scarcely.
" "	" "	" ".
Books.	"	"
"	No.	No.
"	No.	Yes.
" No.	" No.	Not used. No.
No.	No.	No.
" Yes. No.	" Scantily. No.	" No. No.
No.	No.	No.
One.	One mistress.	One mistress.
" Four.	" Five.	One assistant. "
" "	" "	" "
" " None. "	" " This school is for girls only. Sewing, marking, &c.	" " None. "
No.	A clothing-club for the Sunday-school.	Yes, to the Sunday-school.
Yes.	About 150 volumes, chiefly from Christian Knowledge Society, with a few from Religious Tract Society.	A parochial library, to which the children have access.
To school children and teachers in Sunday-school.	No.	No.
Yes.	Yes.	Yes.
"	"	"

26 St. Helen's Church of England Infant and Sunday School.	27 St. George's Infant School, Wigan	28 Atherton Church Infant School.
No.	No.	No.
..	..	..
..	..	..
..	Yes, slaps with small cane for inattention, &c.	No.
..	Yes.	..
..	None.	Standing out in the room with pinafore over the head.
..	..	None as yet.
No.	No.	No.
Yes.	Yes.	Yes.
..	Infant school.	Not used.
Scarcely.	No.	No.
No.	No.	No.
..	No.	..
No.	..	No.
No.	..	No.
No.	..	No.
Three female teachers.	One mistress.	One schoolmistress.
..	..	..
..	..	..
..	One.	..
..	Not apprenticed.	..
..	..	..
..	1s. per week.	..
None.	..	None.
Knitting and sewing.	14 or 16 learn sewing and knitting.	40 learn sewing.
No.	No.	Yes, with the Sunday-school.
Yes.	A small one with the Sunday-school.	No.
No.	Yes.	..
Yes, if they subscribe.	Yes.	..
..	About 20.	..

29 Daisy Hill Infant School.	30 Heywood, St. James's Normal Infant School.	31 Heywood, St. Luke's National School.
No.	No.	No.
..	..	..
..	No rewards.	..
No.	No.	Yes, cane for quarrelling, inattention, &c.
..	..	..
..	None.	Standing out in some conspicuous part of the room.
..	None.	..
No.	No.	No.
Yes.	Yes.	Yes.
..	..	..
No.	Yes.	No.
No.	Yes.	No.
No.	*Infant school.*	No.
..	..	..
..	..	..
..	..	..
One schoolmistress.	One.	One.
..	One mistress.	One mistress.
..	..	..
..	..	..
..	..	..
..	..	..
..	..	..
None.	None.	..
Knitting and sewing.	..	Sewing.
No.	A sick-club.	Sick-club with Sunday-school, younger pay 1*d.* per week, receiving 4*s.* per week; older children 1½*d.* per week, receiving 6*s.* per week.
No.		With Sunday-school there is.
..	Infant school.	To teachers and first class of Sunday-school.
..		Yes.
..		..

32 St James's Infant and Night School, Clitheroe.	33 Clutton National School	34 Lache School.
No.	No	"
"	"	"
"	"	Dame school.
No.	Yes, rod.	"
" "	" "	" "
"	"	"
"	No.	"
"	"	"
" "	" No.	" "
" " " "	No. " " "	" " " "
"	"	"
One schoolmistress	One schoolmistress	"
" "	" "	" "
" "	" "	" "
" " None None	" " None Sewing and knitting	" " None Sewing and knitting.
A sick club connected with Sunday school, numbering more than 130 members.	No.	A small clothing-club.
Yes, attached to Sunday school, the books from the Religious Tract Society and from Society for Promotion of Christian knowledge	No	A few volumes are sent from time to time from the school library in the city schools
Yes.	"	No,
Yes	"	Yes.
About 180	"	No account kept.

5 Trinity Church National School, Bolton le-Moors.	6 Preston, St. Mary's National School.	7 Whalley National School.
128	80	30
91	98	17
120 105	No account. ..	.. ..
100 90 Increase.	No account. .. Stationary.	33 26 *On increase.
More than 30 per cent. during last year.	..	2 or 3 a-week.
No. ..	No. ..	No. ..
Yes.	Yes.	Yes.
Yes.	Yes.	Yes.
Yes.	No.	No.
2*d.* per week.	For reading 1*d.*, with writing 2*d.* per week.	Reading 1*d.*, with writing 2*d*, with arithmetic 3*d.* per week, if nominated by a subscriber of half-a-guinea; otherwise double the above charge is made.
A few do so—school-room.	No.	..
Not very.	No.	Not very.
Not very.	No.	Not very.
No. No. Saturday, 3 weeks at Midsummer, a fortnight at Christmas, Good Friday, Easter Monday, Queen's birthday, 5th November.	No. No. A fortnight at Christmas, a fortnight at Midsummer, 4 days during the year, Saturdays.	.. .. Saturdays.
6 11 or 12 No.	3 9 and 10 No.	5 11 None, except confirmation and pastoral care.
James Rutter.	George Trenshaw.	Richard Thompson.
Margaret Morgan.	Sarah Brodbelt.	Mary Thompson.
No. Both. No. No.	.. Single. No. No.	Yes. .. Yes. ..
No.	No.	No.
Yes.	Yes.	Yes.

8 Measham National School	9 Ridgeway National School.	10 Stockport, St. Thomas's National School.
66	39 15	61 58
80	.. ..	660
60 Increase.	.. .. Increase.	100 Latterly on decrease, through cold weather.
..	..	..
Yes. By sending to them, by entreaties, by messages, by *scolding*.	No ..	No. ..
Yes.	Yes	Yes.
Yes.	Yes.	Yes.
No.	No.	Yes.
Some few children of the richer parents pay 5s per quarter; the rest 1s per quarter, or 2s. if they write on paper, finding their own copy-books.	Reading 3*d*, with writing 8*d*., with arithmetic 9*d*. per week.	2*d*. per week, and 1*d*. for second child.
8 or 10 in the school-room.	Nearly half do so in winter-time, in the school-room	A few in school-room.
Yes	Fairly so.	Fairly so for a manufacturing town.
Yes.	Fairly so.	
No. No. 3 weeks at harvest, 2 weeks at Christmas, 1 week at Whitsuntide.	No. No. 2 or 3 weeks at harvest.	No. No. 2 or 3 days in the year—fair-days.
6 or 7 13 By the Sunday school and weekly meetings for music and writing.	4 16 ..	5 13 No.
Joseph Pickard, assisted by a dress-maker, who teaches sewing.	Thomas Shephard. Anne Shephard. (The mistress only teaches the girls sewing during the afternoon.)	William Gathercole. Hester Gathercole.
.. Both single. .. No.	.. Yes.	Yes. .. .. Yes, with fuel.
No.	..	Yes.
Master is registrar	The master does.	Yes, the Sunday is spent in Sunday-school.

11 Chester, St. Mary's, in Handbridge, Boys' School.	12 Woodbank National School.	13 St. James's National School for Boys and Girls, Heywood, Lancashire.
..	19	59 In addition to this, some 30 factory children who were present at one-half of the day were absent during the other half.
..	16	49
33	..	320 in nearly equal proportions.
9	..	On the books now there are 210; there are many fluctuations in consequence of the factory children in attendance; 64 factory children now on the books.
28	..	85
6	..	85
On the increase.	..	Not on the increase now, because of the depression of trade.
4 or 5 in a year.	..	..
No.	No.	No.
..	..	..
Yes.	Yes.	Yes.
..	Yes.	No, those factory children who are out of work, and the children of very poor parents attend free.
..	No.	..
..	Those recommended by subscribers pay 2*d.* and 3*d.* a-week, the rest (about 7) different sums, up to 7*s.* 6*d.* per quarter.	2*d.* per week.
..	Some few, in the school-room.	Yes, in school-room.
Fairly so.	No.	Yes.
Fairly so.	No.	Yes.
..	No.	No.
..	No.	No.
1 week at Christmas and at the beginning of May; Chester races, fair-days, festivals, &c., and the whole of Saturdays.	Saturday, a week at Christmas, a fortnight at harvest.	Saturdays, a week at Christmas, and a week at Midsummer, 3 days at Whitsuntide, about 4 half-days beside.
5	4	7
11	13	13
None.	No.	No.
William Gerrard.	John Chorley.	Wescoe (single).
..	..	Peacock (married).
..	..	Mistress married.
..	..	Master single.
..	Yes.	No.
..	No.	No.
No.	No.	No.
Yes.	He is clerk of parish, for which he receives rather more than 11*l.* per annum.	*He* is clerk, for which he receives 5*l.* per annum.

14 Adlington National School.	15 Euxton Endowed School.	16 Walton-le-dale National School.
16	23	140
32	10	77
22 23	25 35	151 130
12 23 On increase.	.. .. ..	125 101 On increase.
10 in the last month.	..	..
No. ..	No. ..	.. ..
Yes.	Yes.	Yes.
Yes.	No; 12 are admitted free on the endowment.	No.
No.	No.	No.
Reading 2*d.*, with writing, 6*d.*, with accounts 8*d.* per week; the girls that sew pay 1*d.* extra: 6*d* a-year is paid by each child for coals.	Reading 2*d.*, with writing 6*d.*, with accounts 8*d.* per week.	No charge for reading only; writing 1*d.*, with accounts 2*d.* per week.
A few, who live at a distance, in the school-room.	..	Many do, in the school-room.
Not very.	Fairly so.	Fairly so.
Not very.	Fairly so.	Fairly so.
No. No. Saturdays.	No. No. Saturdays, Good Friday, Christmas Day.	No. No. Saturdays, 3 weeks at Christmas and at Midsummer, Easter Monday and Tuesday, Whit Monday and Tuesday.
4 9 No.	4 11 The Sunday-school.	4 13 ..
Thomas Newton.	Edward Jones.	James Tomlison.
—— Newton.	—— Jones.	Mrs. Dunderdale, teaches a few girls to sew.
Yes. .. Yes. ..	Yes. .. Yes. ..	.. .. No. No.
Yes.	Their house is rent-free; it is very near the school.	No.
Clerk, and assessor of taxes, to which last office he devotes 2 days in the year; as clerk he receives 5*l.* 10*s.*, as assessor 15*s.*	Yes.	He is also clerk, the income of which is about 18*l.* per annum.

17 Crawshawbooth National School.	18 Habergam Eaves Parochial School.	19 Higham National School.
82	70	16
53	22	15
129 103	82 20	50
85 65 Rather upon the increase.	95 On the increase.	40 Stationary.
..	2 a-week.	..
No. ..	No. ..	No. ..
Yes.	Yes.	Yes.
Yes.	Yes.	Yes.
No.	No.	No.
Reading 1*d.*, with writing on slates 1½*d.* per week.	Reading 2*d.*, with writing 3*d.*, with accounts 4*d.* per week.	Reading 2*d.*, with writing 3*d.*, with accounts 4*d.* per week.
Some 20 do, in school-room. Not very. Not very.	No. Yes. Yes.	Some do, in school-room. Not very. Not very.
No. No. A fortnight at Christmas and at Midsummer; Saturdays.	No. No. Saturdays, a fortnight at Christmas and Midsummer, and Good Friday.	No. No. Saturdays, a day at Midsummer, a week at Christmas.
6 12 No.	5 12 No.	3 or 4 8 The Sunday-school acts beneficially in this way.
John Wilkinson. Alice Whittaker.	Thomas F. Wilkinson. ..	Thomas Boothman. ..
Yes. .. No. No. No.	Yes. .. No. No. ..	Yes. .. .. No. Yes.
Yes.	No; the master devotes 6½ hours per day to the school, the remainder of his time is in part occupied by the concerns of his wife's trade.	He works at a hand-loom, out of school-hours, at which he may earn, if industrious, 6*d.* per day.

20 Symonstone National School.	21 Read National School.	22 Pendleton National School.
15	22	12
10	18	9
30	34 18	31 26
28 Stationary.	21 18 On the increase.	12 4 Stationary.
..	..	..
No.	No.	No.
..	..	..
Yes.	Yes.	Yes.
Yes.	..	Yes.
No.	..	No.
Reading 2*d.*, with writing 3*d.*, with arithmetic 4*d.* per week.	..	Reading 3*d.*, with writing 6*d.*, with accounts 8*d.* per week.
No.	..	..
Fairly so.	..	Fairly so.
Fairly so.	..	Fairly so.
No. No. Saturdays, a day at Midsummer, a week at Christmas.	.. .. Saturdays, a fortnight at Midsummer, a fortnight at Christmas.	No. No. A fortnight at Midsummer, a fortnight at Christmas.
4 8 The Sunday-school acts beneficially in this way.	4 11 No.	4 11 No.
Ezekiel Wilkinson.	James Smith.	Joseph Haworth.
..	..	..
Yes.	Single.	Married.
.. .. No.	.. .. ..	.. .. No.
Yes.	No.	No.
Yes.	Yes.	Yes.

23 Downham National School.,	24 Chester, St. Mary's Girls' School	25 Stockport, St Thomas's Infant School.
20	..	38
18	43	32
..	..	..
..	58; 77 on Sundays.	..
15	..	..
14 Latterly on increase, because of the fine weather.	50; 60 on Sundays. Stationary.	.. ..
..	..	..
No.	..	No.
..	..	..
Yes.	Yes.	Yes
Yes.	Yes.	Yes.
No	..	Yes.
Reading 1*d*, with writing 3*d*, with accounts 5*d*. per week, the richer children pay 2*d*., 4*d*, and 6*d* per week	..	2*d* per week, and 1*d*. for second child.
A few do so, in school room	..	A few do so, in school-room.
Fairly so	Yes.	Fairly so.
Fairly so	Yes	Fairly so.
No	No.	No.
No.	No	No.
Saturdays, a fortnight at Christmas, Shrove Tuesday, Whit-Monday and Tuesday, 3 or 4 weeks at Midsummer	A fortnight at Christmas and at Midsummer, Easter Monday and Tuesday, and a few single days in the course of the year, a whole holiday on Saturdays.	..
Between 3 and 4.	6	2
12	13	6
No.	No, excepting the Sunday school	..
Robert Rydeheard.	..	..
..	Elizabeth Musselwhite.	Margaret Fitton, and Mary Fitton, assistant.
Married	Single	Single.
..	..	..
..	..	..
..	No.	No.
He lives rent-free, within 300 yards.	No.	No.
Clerk, for which he receives about 8*l*. per annum; 5*l*. for teaching in Sunday-school.	Yes	Yes.

26 St. Helen's Church of England Infant and Sunday School.	27 St. George's Infant School, Wigan.	28 Atherton Church Infant School.
54 58	47	26 36
.. ..	70	.. ..
.. .. Increase.	50 Increasing slightly.	70 On Increase.
.. No. .. Yes.	.. No. .. Yes	.. No. .. Yes.
Yes.	Except the very poorest.	Yes.
No.	No.	Yes.
2d. each per week, the third child coming for the same money as two.	*2d.* per week for those who can afford it; *1d.* for some that are not so rich.	*2d.* per week.
.. Not very. Not very.	.. Yes. Yes.	.. Yes. Yes.
No. No. A week at Christmas, a week in summer.	No. No. Saturdays, Good Friday, a fortnight at Christmas and Midsummer.	.. .. Saturdays, a week at Christmas, a week at Midsummer.
2 8 No.	2 8 No.	3 9 No, the school is in its infancy.
.. Mrs. Burrows.	.. —— Hayles.	.. Margaret Hildyard.
Married. .. .. No. No.	Single. .. .. No. Yes.	Single. .. .. No. No.
Yes.	Yes.	Yes.

29 Daisy Hill Infant School.	30 Heywood, St. James's Normal Infant School.	31 Heywood, St. Luke's National School.
19	37	63
18	33	68
61	80 } Members at present on the 83 } books.	76 56
40	100	60 56
At present there is virulent small-pox in the neighbourhood, and other sicknesses.	Not on the increase, owing to the depression of trade.	..
..	..	..
No.	No.	No.
..	..	..
Yes.	Yes.	Yes.
Yes.	Not when the parents are very poor.	Yes.
No.	..	No.
1½*d.* per week, and ½*d.* additional for learning to knit and sew.	2*d.* per week.	A few, who learn to write, pay 4*d.*, the rest 2*d.* per week.
..	Yes, in school-room.	About 18 do, in school-room.
Yes.	Yes.	Not very.
Yes.	Yes.	Not very.
No. No. Saturdays, a week at Christmas, a week at Midsummer.	No. No. Saturdays, a week at Christmas, a week at Midsummer, 3 days at Whitsuntide, and about 4 half-days in the year beside.	No. No. Saturdays.
2 8 or 10 No.	2 7 ..	3 10 No.
..	—— Sinclair.	Daniel Hughes.
Mrs. Pownall.	—— Sinclair.	—— Hughes.
Married. .. .. Yes.	.. Single. No. Brother and sister. No.	Married. .. Yes. No.
Yes.	No.	No.
Yes.	Yes, with the exception of attendance at a night-school under the superintendence of the clergyman, for which 10*l.* is paid.	Yes.

32 St. James's Infant and Night School, Clitheroe.	33 Clutton National School.	34 Lache School.
35 in the infant-school. 41 in the night-school. 25 in the infant-school, 40 in the night-school.	17 14 } The day of my visit was Easter Monday.	4 11
68 now on the books; the school open a month.	30 27	6 week-day. 6 Sunday. 19 ,, 12 ,,
.. .. On increase.	20 25 Slightly on the increase.	6 week-day. 5 Sunday. 14 ,, 10 ,, On the increase.
6 or 8 per week.	..	Very small; perhaps 3 or four a year.
No.	No.	No.
..	..	..
Yes.	Yes, all.	Yes.
Yes.	Yes.	No,
Yes.	Yes.	..
½*d.* per week.	1*d.* per week, and ½*d.* per month for pencils; they bring their own copy-books, pens, and ink.	..
Yes, in school-room.	..	..
Fairly so.	Fairly so.	Fairly so.
Fairly so.	Fairly so.	Fairly so.
No.	No.	No.
No.	No.	No.
Saturdays, Ash-Wednesday, Good Friday, Ascension Day, a fortnight at Christmas and Midsummer.	A fortnight at Christmas, and a month during harvest.	2 or 3 weeks at the corn-harvest, and a week at Christmas.
2 6	3 10	4 12
No, except by the Sunday-school.	No.	No, excepting a Sunday-school.
..	..	..
—— Scott.	..	Charlotte Hulmstone.
.. Single.	.. She is single.	.. ..
.. Yes.	.. No.	
Rent-free; not in the school-house.	No.	Yes.
Yes.	Yes.	The mistress teaches the usual number of hours, from 9 to 12 and from 1 to 4. The clergyman believes she obtains something by dress-making in evenings

5 Trinity Church National School, Bolton-le-Moors.	6 Preston, St. Mary's National School.	7 Whalley National School.
The master at Natl. Soc. Central School, Westminster; the mistress at Blue Coat Hospital, Liverpool.	Master at the Natl. Soc. Central School, Westminster, for 8 months; mistress at the Preston School.	No.
Master at 20, mistress at 19.	Master at 32, mistress at 22.	Master at 22, mistress at 23.
..	Master in trade; mistress a straw-bonnet-maker.	Master in business; mistress, servant in a clergyman's family.
The master is better educated than most of the persons filling a simular situation, sufficiently energetic, clear-headed; what his children did was done with accuracy; his school was in good order; neat in his personal appearance. The mistress seemed intelligent and gentle; she has not long had care of the school.	The master has not been well-educated, and his school is not in good order; he has scarcely sufficient energy to grapple with the difficulties of his school; his scholars are not over neat in their appearance. The mistress is gentle, intelligent, and, apparently, right-minded; her girls are fairly taught.	The master did not impress me as a man who had received much advantage of education, and he perhaps wants energy; he seemed right-minded and gentle. It is not fair to form any very definite judgment, as he has only had charge of the school for a few weeks. The mistress seemed to have more intelligence. She was neat in her person.
By the Committee.	Committee of National Schools at Preston.	The Vicar and principal subscribers.
During pleasure.	During pleasure.	During pleasure.
No.	No.	No.
..	On a quarter's notice.	Three months' notice required.
By the Committee.	Committee of National Schools.	Vicar.
..	Committee of Preston National Schools.	The Vicar and the Committee.
.. .. Rev. Jas. Slade, vicar of Bolton. Mr. James Gorton, Rev. A. Hadfield.	Minister of St. Mary's, Preston. .. Rev. J. O. Parr, Vicar. Mr. T. Leach. Rev. J. C. Whish.	.. .. } Rev. R. N. Whitaker.
..	The Clergy of Preston, John Balston, Esq., T. B. Addison, Esq., John Horrocks, Esq., J. Addison, Esq., — Armstrong, Esq.	Rev. J. M. Whalley, Rev. J. P. Scott, William Brooks, Esq., Mr. Langton, John Taylor, Esq., William Whalley, Esq., Capt. Whitle, Mr. Preston.
Rev. Jas. Slade, Rev. Alfred Hadfield, John Mandsley, Esq., George Pigott, Esq., Robert Kay, Esq., Mr. Charles Nuttall, Mr. James Rothwell.	..	None.

8 Measham National School.	9 Ridgeway National School.	10 Stockport, St. Thomas's National School.
At Osgathorpe and Leake, Notts,	No.	Trained under S. Wilderspin for 6 weeks.
Master at 18.	18	"
"	"	"
The schoolmaster is gentle, intelligent, well-instructed, neat in his person, perhaps he has not quite sufficient method; he is a good musician; his school is in excellent order; the children are thoroughly taught; the sphere of instruction is not large.	The master has not been well-educated; he has little method, and not sufficient energy; he is clean in his person.	The master has not much education, he is very orderly in his habits and arrangements, clean, right-minded (apparently), active, cheerful.
The Perpetual Curate.	By the trustees of the school.	By incumbent of St. Thomas's.
At the will of the Perpetual Curate.	No definite conditions.	At will.
"	Agreement is not yet signed.	No.
"	No.	"
By the Perpetual Curate.	By the Trustees of the school.	Incumbent of St. Thomas's.
Rev. J. C. Moore, perpetual curate.	Incumbent of Eckington and Churchwardens,	"
"	Incumbent of Eckington.	"
"		"
"		"
"	"	"
"	"	"
"	None.	None.
None at present save the Perpetual Curate.	Incumbent of Eckington and Churchwardens.	None.

11 Chester, St. Mary's, in Handbridge, Boys' School.	12 Woodbank National School.	13 St. James's National School, for Boys and Girls, Heywood, Lancashire.
No.	No.	Trained by the clergyman from his boyhood.
About 40	29	He became a schoolmaster at 21.
..	Grocer.	..
He has not been highly educated, nor sufficiently trained; his manners are very gentle and pleasing. He seems to have the real interests of his scholars at heart, and to be thoroughly right-minded; his quiet demeanour has a visible effect on his pupils.	Ill educated, no system, not trained. I hear his character is respectable.	He seems firm, clear-headed, methodical, and right-minded. His school is in good order; he is fairly well instructed.
The Rector.	Subscribers, who left it to the Incumbent.	By the Incumbent.
During pleasure.	At will of subscribers.	During pleasure of the incumbent.
No.	No.	No.
Yes.	..	..
The Rector.	Subscribers.	The Incumbent.
The Rector.	Subscribers.	In the Minister of St. James's Church.
None. None. None. Mr. E. Ducker. Rev. T. Eaton.	.. .. .. Richard Richardson, Esq. Rev. J. Collingham.	.. .. Incumbent of St. James's, Heywood.
None.	..	James Fenton, Esq., Mr. Hartley, Edward Harrison, Esq., John Harrison, Esq. Mr. Robert Kay, jun.
None.	Dean and 2 Senior Prebendaries, Rev. J. Cottingham.	Bishop of Chester, Rev. Chancellor Raikes, Incumbent of St. James's, Heywood, James Fenton, Esq., Robert Kay, Esq., Mr. Hartley, with others.

14	15	16
Adlington National School.	Euxton Endowed School.	Walton-le-dale National School.
No.	No.	Trained in the school he now has.
Master at 33, mistress at 29.	..	Master at 26.
He was formerly a silk-dresser.	..	(*His*) clerk.
The master seemed to me imperfectly instructed; he is not over neat in his person.	They have had charge of the school but for a short time. I should not estimate the attainments of the master at a high rate; he appeared gentle. His wife's appearance and demeanour are prepossessing; both are neat and clean in their persons.	He appeared thoughtful, intelligent, rightly disposed; what was taught seemed to me fairly well taught; he is gentle and serious in his demeanour; he has a very large school attended by some very young children, in good order.
Trustees and Minister.	By the Clergyman.	Subscribers.
During pleasure.	During good conduct.	During good behaviour.
Yes.	..	No.
Three months' notice required unless in case of misconduct.	..	Yes, stoppage of salary.
Minister and Trustees.	..	By Clergyman and Subscribers.
Incumbent of the Church	Incumbent.	Clergyman and Treasurer.
..	..	..
..	..	..
..	..	..
Incumbent of the Church.	..	Charles Swainson, Esq.
,,	..	..
None.	..	..
General R. B. Clayton, R. C. B. Clayton, Esq., Mr. M. M'Kenkie, Mr. J. Darlington, Mr. J. Darlington.	..	..

17 Crawshawbooth National School.	18 Habergham Eaves Parochial School.	19 Higham National School.
No.	No.	No.
Master at 24, mistress at 26.	At 23.	27
Master a weaver, mistress a dress-maker.	..	Hand-loom weaver.
He is not well instructed, and has had no sufficient training; the quiet in his school, as far as he is concerned, seems to be maintained by fear; he is anxious to improve himself, but he seems to have no clear, or at least proper, views as to what a schoolmaster should be. The mistress, who teaches subordinately to the master, seemed to me quiet and orderly.	He has considerable capacity, and has thought much of his duties as a schoolmaster: he is self-possessed, and his children are in perfect order; he pays most attention to his 1st class. There is not so much religious instruction conveyed in the school as one would wish and expect from the general information of the pupils. The master has, however, great merit, loves his work, and apparently spares no pains to improve himself.	He is not over neat in his person; he has some shrewdness of manner, not much education nor gentleness of manner. He has but little method in conducting the school.
Trustees.	By the Trustees.	Incumbent.
The Trustees to give or receive three months' notice previous to a change with the mistress, but not with the master.	That the children be taught on the method of the Edinburgh Sessional School; the appointment is for six months.	No definite conditions.
..	No.	No.
..	..	Ejectment from dwelling-house.
Trustees.	By a majority of the Trustees.	Incumbent and Trustees.
Incumbent.	In the Trustees as a body.	Trustees.
.. .. .. Incumbent. ,,	.. .. Edmund Margerison, Esq. Mr. James Roberts. Rev. T. E. James.	.. L. N. Starkie, Esq. Rev. S. J. C. Adamson. ,, ,,
..	Mr. George Holgate, jun., Mr. John Tattersall, Mr. James Roberts, Mr. James Eastham, Mr. Benj. Chaffer.	None.
..	Rev. Thos. Geo. James, Richd. Shaw, Esq., John Tattersall, Esq., James Fletcher, Esq., Thos. Fletcher, Esq., E. J. & W. Margerison, Esqs., Mr. G. Holgate, jun., Mr. J. Eastham, Mr. J. Roberts, Mr. B. Chaffer.	Perpetual curate of Padiham, L. N. Starkie, Esq., Mr. John Pate, Mr. Joseph Pate.

20	21	22
Symonstone National School.	Read National School.	Pendleton National School.
No.	No.	No.
23	19	19
Calico-printer.	In-door labourer.	Weaver.
He is intelligent, gentle, cleanly, apparently right-minded; he has had no systematic training.	He seems imperfectly instructed, and is not sufficiently methodical; the amount of intelligence displayed by his scholars is but scanty.	The master's attainments do not appear to be of a very high order; he is not methodical, has had no sufficient training; he appeared to me right-minded and gentle. The school has great difficulties, owing to the absence of endowment, and the poverty of the inhabitants.
Incumbent.	Trustees.	John Aspinall, Esq.
No written or definite conditions.	Three months' notice.	To teach the Sunday-school, and act as clerk.
No.	Yes.	No.
Ejectment from dwelling-house.	...	..
Trustees.	Trustees.	Trustees.
Trustees.	..	Vicar of Whalley.
.. L. N. Starkie, Esq. Rev. S. J. C. Adamson. ,, , ..	Miss Fort. John Fort, Esq., M.P. ,, Mr. Hindle. Mr. Tomlinson. ..	J. Aspinall, Esq. L. G. N. Starkie, Esq. .. John Aspinall, Esq. The Vicar of Whalley. Mr. Henry Skirger, Mr. James Peel, Mr. Henry Southworth.
Perpetual curate of Padiham, L. N. Starkie, Esq., Rev. C. Whitaker.	Lord of the manor, churchwardens, overseer, and constable, for the time being.	Vicar of Whalley, L. G. N. Starkie, Esq., J. Aspinall, Esq.

23 Downham National School.	24 Chester, St. Mary's Girls' School.	25 Stockport, St. Thomas's Infant School.
Yes, at Central School, Westminster, from 10 Jan. to 16 April, 1839.	About 2 months, at a national school in the city.	Trained by an agent of Wilderspin's.
"	20	"
"	Lady's maid.	"
The master seemed to me intelligent, fairly educated and trained; his demeanour was cheerful and proper; his children seemed to me in fair order.	She seemed to me to be fairly educated, intelligent, neat in her person, and right-minded; her children were in good order.	The infant-school mistress is not very cheerful or lively, seems to take not much interest in her work; neat in her person.
Mr. Assheton.	By the Rector.	Incumbent of St. Thomas.
"	During pleasure.	During pleasure.
Yes.	No.	No.
"	"	"
Mr. Assheton.	The Rector.	Incumbent of St. Thomas's.
Mr. Assheton and Trustees.	The Rector.	Incumbent of St. Thomas's.
" Mr. Assheton. " " Rev. P. Abbott.	" " " Mr. E. Duche. Rev. T. Exton.	The Incumbent of St. Thomas's church, Stockport, sole manager. " " " "
None.	None.	"
William Assheton, Esq., sole trustee.	None.	"

26	27	28
St. Helen's Church of England Infant and Sunday School.	St. George's Infant School, Wigan.	Atherton Church Infant School.
Yes, Friends' Infant School, Duncan-street, Liverpool.	Yes, St. John's School, Liverpool.	Yes, at Radcliffe Infant School.
15	19	At 11 years of age she became an assistant to her sister at Radcliffe School.
..	..	..
She seemed a right-minded, intelligent, kindly-hearted woman; not very competent to manage a large school, but her character and propriety of demeanour must have its influence. The children are in fair order; there is no great attempt made (as far as I could judge) to develop their faculties.	She is not well instructed; she has much energy and quickness; she is very neat in her person; her school is in good discipline; her voice is clear and good. The children sing in time, and with cheerfulness.	She is very neat in her person, very kind, gentle, and cheerful with the children, sufficient energy, collected, intelligent; were she well trained she might prove an admirable schoolmistress; her school is in good order.
Incumbent.	By Incumbent of St. George's.	Trustees.
During pleasure.	During pleasure.	At will.
Yes.	No.	No.
Yes, stoppage of salary.	Three months' notice of dismissal to be given.	..
Incumbent.	The Trustees.	The Trustees.
Committee.	The Trustees.	The Trustees.
..	..	..
..	..	..
..	..	..
Richd. Felder, Esq., St. Helen's.	Mrs. Powell.	..
..	..	Rev. Samuel Johnson.
..	Miss Haliburton and others.	..
Mr. Richard Fildes, Mr. Peter Greenall, Mr. Robert Robinson, Mr. Francis Morley, Mr. William Greenall, Mr. John Gaskell.	Rev. Benj. Powell, John H. Kearsley, Esq., Thos. Woodcock, Esq., John Woodcock, Esq., A. F. Haliburton, Esq., John Holt. Esq., John Lord, Esq.	Rev. Samuel Johnson, Millin Selby, Esq., Joseph Warburton, Esq., James Cleworth, Esq., James Herbert, Esq.

29 Daisy Hill Infant School.	30 Heywood, St. James's Normal Infant School.	31 Heywood, St. Luke's National School.
Yes, in the school at Deane, under the vicar of the parish.	Yes, Mr. Stow's, at Glasgow.	The master was trained for a short time at Mr. Knight's Infant School at Hardwicke.
24	27; the assistant at 15.	42
..	..	Book-keeper in a manufacturer's office.
Not high attainments, not over intelligent, good character, keeps order in her school.	The master seemed to me highly intelligent, cheerful, gentle, and right-minded; he conducts the school, as I thought, excellently well; his sister's manners appeared to me marked with gentleness and propriety.	I did not observe much in his favour; he is not neat in his person, his attainments appear to be low.
..	The Incumbent of St. James's, Heywood.	By the Minister.
..	During the pleasure of the Incumbent.	From year to year.
No.	The terms were proposed in a letter, but there is no written agreement.	No.
..	..	..
..	By the Incumbent of St. James's, Heywood.	Minister and Trustees.
..	The Incumbent of St. James's, Heywood.	The Minister.
..	..	..
..	Incumb. of St. James's, Heywood.	..
..	,,	..
Rev. E. Girdlestone, vicar of Deane.	,,	..
..	,,	..
..	,,	..
..	Bishop of Chester, Chancellor of Chester, Incumbent of St. James's, Heywood, James Fenton, Esq., Robert Kay, Esq., Mr. Hartley, with others.	..

32 St. James's Infant and Night School, Clitheroe.	33 Clutton National School.	34 Lache School.
Cornwallis-street Infant School, Liverpool.	She attended a school for about a fortnight.	No.
27	..	Between 40 and 50.
Dress-maker.	..	..
She appeared to be fairly intelligent, gentle, right-minded, and orderly; neat in her person.	Gentle, ill instructed, not energetic, fairly methodical.	She has not been trained, nor does she appear to have received much education; she is gentle in demeanour, clean in her person.
According to the trust-deed, by the Incumbent, who has delegated the appointment of the mistress to the Committee.	Incumbent.	By the Rector.
At will.	At the will of Incumbent.	Upon condition of mutual satisfaction.
No.	No.	Yes.
..	..	She may be dismissed by giving a quarter's notice.
According to the trust-deed, by the Incumbent, who has delegated this power to the Committee.	Incumbent of the parish.	By the Rector.
Committee.	Incumbent.	In the Rector.
..	..	..
..		..
Rev. Dr. Powell.		..
Rev. J. Tovey.		T. Eaton.
Rev. Dr. Powell.		,,
The Clergy and Churchwardens of St James's, the Trustees and the Rev. J. H. Anderton, Rev. B. W. B. Marsh, Mr. J. Aspinall, Mr. J. Garnett, Mr. James Mercer, Mr. W. Bailey, Mr D. Robinson.	Incumbent.	..
Rev. Dr. Powell, James Thomson, Esq., John Mercer, Esq., James Garstong, Esq., Mr. John Tovey, Mr. John Haworth.		..

5 Trinity Church National School, Bolton-le-Moors.	6 Preston, St. Mary's.	7 Whalley National School.
Only when business is to be transacted.	..	Yes, annually.
When the children are publicly examined.	..	Annual.
Two of the Committee are summoned as visitors weekly.	..	Yes.
Most are much engaged in commerce.	..	Part active.
The Clergy, Mr. John Barrow, Mr. Thomas Barrow, Mr. Robert Kay, Mr Peter Ormerod.	..	Vicar, Curate, John Taylor, Esq., William Whalley, Esq., Miss Wilkinsons.
Yes, annually.	Annual.	No.
It is hoped beneficial in all respects.	Beneficial. Beneficial.	.. ..
Subscriptions 48*l.* 15*s.* Donations 83*l.* 3*s.*	..	50*l.*
50*l.* for Sunday-school.	..	18*l.*
..	..	..
80*l.*	10*s.* per week for boys, 8*s.* for girls.	9*s.* per week.
..	..	..
20*l.* and pence of the children.	35*l.* and pence of children.	50*l.* and what the pence of the children may amount to more.
40*l.*	15*l.* and 1*d.* from each girl, who pay 1*d.* to master for learning to write.	None.
Assistant mistress 15*l.*	..	None.
..	..	None.
..	The incumbent has not the accounts, which will not be made out till Midsummer.	4*l.*
..		5*l.* 10*s.*
7*l.* 10*s.* 9*d.*		4*l.* 10*s.*
5*l.* 5*s.* 6*d.*		3*l.* 10*s.*
4*s.* per week for cleaning the school; 7*l.* 10*s.* for interest on a debt of 150*l.* This sum now reduced to 40*l.* by donations and grant from National Society.	..	14*l.* for two of Arnott's stoves.

8 Measham National School.	9 Ridgeway National School.	10 Stockport, St. Thomas's National School.
No.	No.	..
No.	No.	No.
The Perpetual Curate visits constantly.	None.	No.
..	None.	No.
..	..	None.
No.	No.	Yes.
..	..	Good.
..	..	Good.
10*l.*	..	5*l.*
23*l.*	..	..
7*l.*, and some small funds from charity estates.	The endowment is at present appropriated by late master of the school.	..
..	..	80*l.*
..	..	..
40*l.*, and 3*s.* from each of those scholars who pay 5*s.* per quarter.	..	Master and mistress 1*l.* per week.
5*l.*	..	.
..	..	..
..	..	..
..	..	..
Average yearly expenditure 6*l*		Set of furniture from Wilderspin 15*l.*
12*l.*	..	..
Candles 15*s.*, fuel 4*l.* 10*s.*	..	..
..		..

11 Chester, St. Mary's, in Handbridge, Boys' School	12 Woodbank National School.	13 St. James's National School, for Boys and Girls, Heywood, Lancashire.
..	No.	Every 6 months.
No.	Only when business is to be transacted.	No.
By the clergyman.	No.	The Clergyman, his wife, and the Curate, are continually in the school.
..	..	..
..	..	The Clergyman, Mr. John Harrison, Mr. Robert Kay, jun.
..	No.	..
..	..	..
..	..	..
About 46*l.*, to be divided between this and the girls' school.	27*l.*	35*l.*
3*l.* or 4*l.*	..	40*l.*
..	..	..
35*l.*	18*l.*	18*s.* per week.
None.	..	..
40*l.*	27*l.* and pence of the children, and salary as clerk.	40*l.*; 10*l.* for night-school and 5*l.* as clerk.
..	..	40*l.*
..	.	..
..	..	10*l.*
..	2*l.*	..
7*l.* 10*s.* 2*d.* 9*l.* 2*s.* 10*d.* 2*l.* 2*s.* 9*d.* } These expenses shared by the girls' school.	Master supplies books.	..
	Supplied by master, who is paid by children.	..
..	..	..
	..	..

14 Adlington National School.	15 Euxton Endowed School.	16 Walton-le-dale National School.
No.	..	..
No.	..	..
None.	..	..
..	..	..
..	..	..
Not of the *Daily* school, of the *Sunday* school quarterly; the effects of which are thought good in all respects	..	..
..	..	..
..	..	..
None.	..	..
For Sunday-school 26*l.*	..	..
12*l.*	28*l.*	..
About 17*s.* per week.	16*l.*	30*l.* 17*s.* 8*d.*
..	..	..
12*l.* and school-fees, and 5*l.* 10*s.* as clerk.	50*l.*	70*l.*
..	..	24*l.*
..	..	..
..	..	..
10*l.*	..	..
10*l.*	..	..
5*l.*	..	..
1*l.*	.	..
..	..	..

17 Crawshawbooth National School	18 Habergham Eaves Parochial School.	19 Higham National School
No.	No; when convened by the secretary.	No.
No.	Not as yet.	No.
No.	No; but under the constant superintendence of the Incumbent and Curate	No.
..	Nominal.	None.
..	Mr. G. Holgate, jun., Mr. James Roberts.	None. The management of the school devolves on the incumbent.
No.	There has been only *one* held, it is to take place half-yearly.	No.
.. ..	.. Beneficial.	.. ..
43*l.* 5*s.*	10*l.*	..
None.	No collection has yet been made.	10*l.*
None.	None.	..
24*l.* to 25*l.*	14*s* 7½*d.* per week.	About 19*l.* per annum.
None.	None.	None.
50*l.*	20*l.* and pence of the children.	Pence of the children and what remains from the annual collection after any occasional charge has been paid.
20*l.*	..	..
.. .. ..	.. .. Nothing; the school-house, &c., being new, and the expense of books and fittings being included in original outlay.	.. .. ..
1*l* 13*s.* 6*d*	..	..
6*l.* 5*s.* 8*d.*	..	Books, private donation.
2*l.* 12*s* 0½*d.* The incumbent was unable, from not having the accounts with him, to answer the question accurately.	.. .. N B—It was noticed in the answer to one of the questions, that the children in this school are in good order With regard to the deficiency which I observed in the amount of religious instruction communicated, a new arrangement is about to be made, by which this will be undertaken by the clergy, and doubtless with very good results.	2*l.* ..

20 Symonstone National School.	21 Read National School.	22 Pendleton National School.
No.	Only when summoned on special business.	Only when summoned for special business.
No.	No.	No.
The general management devolves on the Incumbent.	No regular system.	Occasionally.
..	..	Partly.
..	Vicar, Curate, Mr. Hiudle.	Mr. H. Slinger, Mr. James Peel, Mr. H. Southworth.
No.	No.	No.
..	..	..
..	..	..
None.	10*l.* from Miss Fort.	9*l.*
10*l.*	7*l.*	1*l.*
..	4*l.* cottage, 5*l.* from a fund.	..
About 17*l.* per annum.	12*l.* per annum.	9*l.*
None.	None.	None.
Pence of the children and what remains of the annual collection after any occasional outlay has been defrayed.	About 20*l.*	About 18*l.*
..	..	..
..	..	..
..	..	..
..	About 1*l.*	15*s.* 6*d.*
..	2*l.* 10*s.* 6*d.*	..
Books, private donation.	2*l.* 10*s.*	2*l.* 12*s.* 10*d.*
2*l.*	1*l.*	1*l.* 0*s.* 6*d.*
..	About 10*s.* for printing.	15*s.*

23 Downham National School.	24 Chester, St. Mary's Girls' School	25 Stockport, St. Thomas's Infant School.
No.	..	No.
No.	..	No.
..	..	No.
..	..	None.
..	..	..
..	..	Yes.
.. ..	.. ..	Good. Good.
Mr Assheton meets the weekly payments of the children with an equal sum to the master; also he gives the books and 1*l.* per annum for teaching the scholars to sing.	About 46*l.* for this and the boys' school at Handbridge.	*Vide* answers to National School.
..	3*l.* or 4*l.*	..
20*l.*	None.	..
8*s.* per week.	35*l.*	Schoolmistress 9*s.* per week.
None.	None.	Assistant schoolmistress 2*s.* per week.
30*l.* per annum and 16*s.* per week.	..	..
..	35*l.*	..
.. .. ..	.. .. ..	.. .. ..
.. ..	7*l.* 10*s.* 2*d.* 9*l.* 2*s.* 10*d.* 2*l.* 2*s.* 9*d* } These expenses shared by the boys' school. Cleaning school . . £1 0 0 Bonus on children's club 6 0 11 Sundries 2 12 8	.. ..

26 St. Helen's Church of England Infant and Sunday School.	7 St. George's Infant School, Wigan.	28 Atherton Church Infant School.
Yes.	Yes.	Only when occasion requires.
Yes, when occasion requires.	Yes.	No.
Yes.	By the Clergyman and his wife.	..
Active.	More activity desirable.	..
All.	Rev. B. Powell, Mrs. Powell.	..
Yes.	Yes.	The school has only been opened a few months.
Good. Good.	Good. Attention and improvement. Both.	.. ..
Subscriptions fluctuate much.	..	37*l.* 5*s.*
..	28*l.* 10*s.*	..
..	..	..
..	..	2*d.* per week for about 60 children.
..	..	..
..	..	..
The mistress with her two daughters receive 60*l.* per annum for infant-school and 10*l.* for Sunday-school.	14*s.* per week is guaranteed; if the pence come to more she receives the overplus.	15*s.* per week.
.. .. ..	.. 1*s.* per week. ..	.. .. The room has only just been fitted up, and these expenses went into the building account, with the exception of the fuel.
.. ..	.. ..	.. ..

29 Daisy Hill Infant School.	30 Heywood, St. James's Normal Infant School.	31 Heywood, St. Luke's National School.
No.	No.	Annually.
No.	No.	No.
But little.	The Clergyman or his wife are one or both almost constantly in the school.	None.
..	..	..
..	The Clergyman, Mr. John Harrison, Mr. Robert Kay, jun.	..
Not as yet.	..	Once a year.
. ..	.. ..	.. ..
..	..	..
..	..	50*l.*
..	..	..
15*l.*	12*s.* per week.	16*s.* per week.
..	..	..
Pence of the children.	80*l.* for himself and sister; 10*l.* for keeping night-school.	Pence of the children.
..	..	..
.. .. 15*l.* was expended last year in first furnishing the room.	.. .. ..	.. .. Accounts not yet made up.
..	..	..
..	..	..
.. ..	.. ..	.. ..

32 St. James's Infant and Night School, Clitheroe.	33 Clutton National School.	34 Lache School.
Yes.	..	No.
An annual meeting intended.	No.	No.
By the Clerical members of the Committee.	No.	No.
As far as the lay-members are concerned nearly nominal.	..	No Committee.
The Clerical members, Mr. Mercer, Mr. W. Bailey.	..	..
Not as yet.	No.	None.
.. ..	.. .	.. ..
14*l.* for the infant-school, for the night-school nothing.	3*l.* or 4*l.*	13*l.* 12*s.* for 1840.
About 12*l.* or 15*l.* to be divided between three—the Sunday-school, the infant-school, and the night-school.	..	Nothing.
..	14*l.*	None.
Infant school 10*l.* at present, night-school 8*l.* 10*s.*	13*l.*	4*l.* 2*s.* 6*d.*—1840.
..	..	..
The Clergy and one or two friends teach the night school. The mistress is paid 30*l.* per annum, increasing 10*s.* for every 25 scholars; house rent-free, taxes and coals paid for, amounting to 8*l.* additional.	30*l.*, with the garden in which the school-house stands.	14*l.*
	..	..
No pupil teachers or assistants	.. ..	.. ..
The school only opened this year	..	4*l.* 12*s.*
	..	..
Estimated expense 20*l.*	1*l.*	14*s.* 10*d.*
	2*l.*	4*l.* 5*s.* 6*d.*
15*l* for fittings for infant-school, from Home and Colonial Infant School Society (unpaid).	..	None.

29 Daisy Hillock Infant School, in the County of Lancaster.	30 Heywood, St. James's Normal Infant School, in the County of Lancaster.	31 St. Luke's, in Heywood, National School, in the County of Lancaster.	32 Clitheroe, St. James's Infant School, in the County of Lancaster.
No.	..	No.	One has just been procured; it is not yet in the school.
..	No.	No.	No.
Yes.	Yes.	Yes.	Yes.
Scripture lessons, natural history, arithmetical tables.	Scripture, natural history.	Lessons from Scripture, arithmetical tables, lessons on natural history, and other prints.	Scripture lessons, prints (natural history), tables.
Half an hour.	..	Half an hour.	From half an hour to three quarters.
Not very intelligently.	..	Not very intelligently.	The school is in its infancy.
Yes.	Yes.	No.	Fairly so.
Yes.	Yes.	Fairly so.	Yes.
..	Yes.	No.	Yes.
..	No.	..	..
..	..	..	..
..	..	..	..
Yes.	..	..	..

REPORT, by JOHN GIBSON, Esq., on the Glasgow Normal Seminary.

SIR, *Edinburgh, July 3rd,* 1841.

I have now the honour to transmit my Report on the Glasgow Normal Seminary.

In the special instructions with which I was furnished, I was directed to report on the Model Schools in the usual forms, but with a degree of minuteness proportional to their importance and prominence in the public view. These Reports, which I now transmit, contain a representation of the condition of these schools, without a minute specification and examination of the nature and efficiency of the methods practised, and of the correctness of the principles recognised and acted on.

My Report on the Normal Department of this extensive establishment naturally divides itself into three branches—the first having reference to the condition of the students, in respect of literary attainments and extent of professional experience or training previous to the commencement of their attendance at this seminary; the second including a view of the means taken to supplement their deficiencies in the strictly technical branches of instruction, and to give practical value to their previous acquirements, by enabling them to bring them to bear upon classes of children of various ages, and at various stages of advancement; and the third pointing out the amount and nature of the attainments which they may be expected to possess when the course of their attendance has been completed.

I.—The literary attainments of the students when they enter the seminary are very various. Some of these have enjoyed the advantages of a regular collegiate education, while others have attended only the burgh or parochial schools. The examination at entry, which is conducted by a Board composed of the rector and principal masters of the model schools, is therefore regulated by the circumstances of the applicants, embracing, in a few instances, classics and mathematics, but confined in the great majority of cases to the evidences of Christianity, the doctrines of Scripture, Bible history, such a knowledge of grammar as to enable them to parse with tolerable correctness and facility, a general acquaintance with geography, and a knowledge of arithmetic as far as vulgar and decimal fractions. A pretty accurate knowledge of the last-mentioned branches is the minimum of attainment, and the non-possession of it involves rejection. When a candidate for admission has been pronounced unqualified, "he is either advised to prosecute his studies with a view to his examination at a subsequent period, or dissuaded from thinking of teaching as an employment."

Of seventy-two individuals, who have during the past year presented themselves for examination, seventeen were rejected. Of the forty-one male students who have been enrolled during the preceding year, one is a preacher of the Church of Scotland,

twenty-one had been occupied as teachers of small *adventure* country schools, one had been a carpenter, one a teacher of dancing, one a portrait-painter, one a baker, three shopmen, and five students at college.

The previous occupation of the remaining seven, and of all the female students, amounting to fourteen, could not be ascertained.

The minimum period of attendance is six months; it has on an average extended to between eight and nine months.

II.—It will give both brevity and clearness to this branch of my Report, in so far as it regards the means taken either to impart additional instruction or to give precision and practical value to that already acquired, to confine myself to the mention of the subjects taught, and to point out the time devoted, and the value attached, and prominence given, to each branch. With respect to the methods pursued, it is sufficient to say that the gentlemen by whom these instructions are given are in every respect admirably qualified for their duties.

The course of study superintended and conducted by the Rector embraces the following branches:—Physics; Natural History; Geography; Arithmetic and Algebra; English Grammar and Sacred History.

Lessons in Elocution are given by Mr. Hartley. Music is taught by Mr. Gibson, and Gymnastics by Mr. Jeffrey.

To each branch the following portions of time are allotted weekly:

To music, four hours; to geography, three hours; to natural history, an hour and a half; to physics, an hour and a half; to arithmetic and algebra, an hour and a half; to sacred history, an hour and a half; to drawing, an hour and a half; to elocution, an hour; to gymnastics, an hour.

It thus appears that sixteen hours and a half, out of the forty hours during which, in the course of a week, they are in attendance at the seminary, are spent in *receiving* instruction. The remainder of the time is employed in training them to skill in the art of teaching, and in communicating to them enlarged and enlightened views on the general subject of education.

The expedients adopted for these purposes are four. I.—Observation of the model schools. II.—Giving lessons in the hall to children, both in the gallery and in classes. III.—Giving a Bible lesson to each other. IV.—Public criticism.

Twenty-four hours weekly are spent in these four exercises; eight hours are spent *in the schools*, eleven and a half in giving lessons *in the hall*, an hour in giving to each other a Bible lesson, and three and a half in public criticism.

I now proceed to explain the nature of these exercises.

1. In the first place, when it is stated that the students are *in the schools*, it is to be understood that they are dispersed in nearly equal detachments throughout the infant, juvenile, and industrial departments, and are there occupied—some in observing the manner in which the machinery of the school is conducted, and the methods

adopted in the teaching and training of the children; some in practising the art of teaching, under the immediate superintendence and guidance of the principal master of the department; and some in assisting in the general management.

Every student, during the first two months of his attendance, is chiefly employed, *while in the schools*, in observing carefully all that goes on. In order to prevent inattention and carelessness in the discharge of this very important part of their duty, and at the same time to furnish to the rector and the heads of the various departments evidence of its being anxiously and critically performed, each student, in addition to his being enjoined to keep a journal in which to record his observations, and which must be submitted weekly to the rector for his perusal and criticism, is expected, at the very commencement, and throughout the whole course of his attendance, to take part in the public criticism, the nature of which shall be afterwards described.

During the third and fourth months of his attendance, the time which he spends in the schools is occupied partly in observing the methods adopted in the organization of the school, the modes of discipline pursued in it, and the various plans adopted by the masters in the communication of knowledge; and partly in practising the art of teaching, under the direction of the head of the department in which he may happen to be placed.

Care is of course taken to supply to each student sufficient opportunities of being tolerably well acquainted with the system pursued in the various departments.

During the fifth and sixth months of their attendance they are almost wholly employed, while in the schools, in the practice of teaching, and in assisting in the general superintendence and management. The rector and the various masters have thus more frequent opportunities of judging with what success they have availed themselves of their opportunities of observation, and of their trials of skill in the art of teaching; and of testing the efficacy of the revision and re-arrangement of their previously acquired knowledge, in rendering it available for the purposes of instruction (and in thus giving to it a practical value), and of witnessing with what effect the general views of education to which in the previous months their attention had been directed are brought to bear upon the ordinary processes of instruction.

2. In the second place, when it is stated that the students are in the hall with draughts of children, their occupation is of the following nature:—

The junior division of the juvenile school are removed to the hall. One section of them is arranged in the gallery, the others are drawn up in small classes on the floor of the adjoining miniature school-room.

One-half of the students are assembled in the hall, and while one of them is employed in giving to the children in the gallery a lesson, with the subject of which he had been previously made acquainted,

and for the examination and elucidation of which he is expected sedulously to prepare himself, the others sit as spectators and auditors, critically observing and jotting down, for future use, in their note-books, any peculiarities or defects of manner, (such as awkwardness of movement, monotony of tone, want of animation, want of success in securing and riveting the attention,) and at the same time watching any inaccuracy, or deficiency, or superfluity of statement; any infelicity of illustration and analogy; any inaptitude in eliciting information of which the children had been previously in possession; in short, any want of skill in communicating and vividly presenting to the mind that of which they had been ignorant.

The lesson having been given, the student reads out slowly, and with a full, distinct articulation, a verse or two of a psalm or hymn, which the children sing; after which another student takes his place before the gallery, and having, by means of simple physical exercises, refreshed the children and prepared them for renewed intellectual exertion, he proceeds to give, in the same manner as above, a lesson on the subject which had been previously prescribed to him.

Four such lessons are given, each occupying fifteen minutes.

These lessons serve the double purpose of training the students to skill in the art of teaching, and of furnishing the minds of the children with interesting and useful information.

While the students in the hall are thus occupied, the others are employed in the miniature school-rooms, in giving lessons to children who are arranged in small classes on the floor.

In order to avoid the languor which intellectual exertion and monotony of exercise engender, the sections are made to change, at proper intervals, their position and occupation. Those who had been in draughts are removed to the gallery, and those who had been receiving the gallery-lessons are arranged in classes on the floor of the miniature school-room. The students who had been occupied in the hall, either in giving or hearing the gallery lessons, are now employed in teaching the children in draughts, while those who had been so occupied are engaged in giving or hearing gallery lessons.

The rector concludes the business with critical remarks on the manner of the students who have been employed, and on the matter and language of the lessons, taking care to point out any incorrectness of statement, any want of fulness of illustration or explanation, and, in short, any deficiency by which the giving of the lesson was characterised.

3. Giving a Bible lesson to each other.

This exercise is conducted in the following manner: The whole of the students, with the exception of him whose turn it is to give the lesson (which he is expected to prepare previously), being arranged in the gallery, they are told to what class of children, as respects age and capacity, the lesson is considered suitable,

and are instructed not to answer any questions which may be put to them that may appear beyond the range of thought of those whose places they are for the time supposed to occupy. It is thought that this induces and compels the student who gives the lesson to be careful to bring himself down to the level of such children as those whom he is supposed to address, and at the same time demands from all in the gallery a careful scrutiny of the results of their observations in the schools, as to the exact amount of intellectual capacity and development which belong to children of different ages.

The student then proceeds to give to his fellow-students the lesson, in the same manner as he would to children of six, eight, ten, twelve, or fourteen, as the case may happen, and the students in the gallery are careful to answer the questions put, in the same manner as those whom they for the time represent might be expected to do.

It is supposed that this exercise is attended with peculiar advantages. It is obvious that, in consequence of the business being conducted while the students alone are present, ample and unrestrained scope is furnished to the rector for the purpose of offering remarks on the process while in progress, and of showing in what respect either the questions put or answers given are injudicious and improper.

4. The public criticism is conducted in the following manner:

At half-past one, every Wednesday, all the students, male and female, assemble in the juvenile school before the gallery, which is occupied on alternate weeks by the senior and junior divisions of this department.

Four students have had subjects prescribed to them on which they are expected to give gallery lessons. The rector is careful to prescribe only such subjects as are fitted to store the mind with useful information, and care is taken so to arrange and present them as to give to all the instructions thus imparted a regularly compacted and systematic form.

While the gallery lesson is being given by the student appointed, the others are employed in taking notes, to enable them to give a clear and definite opinion, with a statement of the basis on which it is formed, as to the manner in which the lessons had been given.

About half-past three the whole of the students retire to the hall, when, in the presence of the rector and secretary, and occasionally of the heads of the various departments, they state their opinion of the manner in which the business of the gallery had been conducted. Mr. Stow then delivers, more or less in detail, his views; the masters of the Model Schools give the results of their observations; and the whole is wound up by the remarks of the rector.

The female students take no active share in this exercise; they sit attentive and interested auditors.

The above is a brief view of the course of study pursued in this seminary, and the expedients adopted for the training of the students to skill and efficiency in the art of teaching.

III. My opinion as to the amount and nature of their literary attainments, and the degree of practical skill which they possess when the course of their attendance has been completed, is founded not so much on actual observation as on a consideration of the effect which such a course of study and professional training as has been described must produce upon men such as those upon whom it is brought to bear.

The average amount of attainments, previous to entry, is extremely limited. It does not include anything of which any boy of thirteen or fourteen years of age, in the highest class of a well-taught *primary* school, should be ignorant; and although the course of instruction to which their attention is directed while students in the seminary embraces many important and interesting branches of knowledge, an acquaintance with which it is extremely desirable that every teacher should possess, yet it seems to me to have a tendency to render their instructions as teachers superficial and desultory, and to divert their attention from those subjects which, if not imparted to the children of our poorer population when young, will, in all probability, never be imparted at all, and which, whether viewed as essential to success in the business of life, or as means of intellectual discipline and culture, are entitled to the first place in the consideration of every teacher of an elementary school for the poor.

Those who, before their entry as students in this seminary, had been employed as teachers, are generally possessed of more minuteness and accuracy of information on the various subjects of examination than they whose previous avocations had been of a totally different nature; and any one acquainted with the manner in which the most ordinary, and at the same time essential, branches are taught in small *adventure* country schools, knows how desirable it is that their teachers should be made acquainted with the best methods of teaching those branches.

It therefore appears to me very desirable that in a seminary such as this, resorted to as it is by men of little experience and limited acquirement, and the period of whose training is from circumstances so very short, time should never be occupied in imparting information on subjects which from their nature cannot, without being prosecuted for a lengthened period, have any other effect upon the mind than to excite and gratify its curiosity, without systematically strengthening and training its higher faculties, and whose fascinations may induce the neglect of less interesting, though greatly more seasonable and useful pursuits, until the ordinary and essential branches of instruction have been thoroughly and accurately apprehended and mastered, and until the students have acquired the power of teaching these in the most approved and efficient methods.

It is obviously indispensably necessary that the teachers of primary schools for the poor should be well qualified to give instructions in Biblical knowledge; in reading, accompanied with explanations and analysis; in geography, political and physical; in English grammar; in arithmetic and book-keeping, embracing, as applied to each, its principles and philosophy, and illustrations of its practical utility.

The expediency of limiting the studies of those who are being trained as teachers to those subjects, until they have acquired a sufficiently accurate and extensive knowledge of them, seems also apparent.

It may be necessary to guard myself against being understood to be desirous of limiting the instruction given in our primary schools to these merely elementary branches, and to say that the objection that I have been urging is not to the abstract utility of such branches as physics, natural history, and chemistry—it is to the prominence given and value attached to them in an institution attended by those whose attainments in the common branches are deficient both in extent and accuracy, and whose labours are to be afterwards applied to those whose present circumstances generally necessitate an irregular and by no means protracted period of attendance at school.

If the directors of the seminary had it in their power to secure the attendance of men possessed of sufficiently extensive, systematic, and precise knowledge of the essential branches of instruction,—and there are means by which this might be accomplished at no great expense, and with results incalculably advantageous to the general interests of Education,—and for the training of whom it would only be necessary to point out, either incidentally or in a regular course of lectures on pedagogy, the best methods of teaching them, and to furnish them with opportunities of acquiring skill in putting them in practice, the study of these more advanced and interesting branches might with great propriety and advantage be prosecuted.

But while the period of these young men's attendance at the Seminary is so short, and their previous acquirements so meagre, it seems both expedient and necessary to confine their attention to those subjects which they will be invariably called upon to teach, until they have mastered their principles and details, and acquired the power of teaching them efficiently.

Before passing from this subject I may state it as my opinion, that until the teachers of our primary schools have not only a competent knowledge of the merely elementary branches of instruction, but a general acquaintance with the elements at least of natural philosophy, natural history, and chemistry, the best of our school-books cannot be used with advantage or taught with efficiency by them. To those who are acquainted with the series of school-books published by the Irish Commissioners on Education—or with that compiled by the Rev. J. M. Macculloch

—or with those recently issued by a Committee of the Parochial Schoolmasters of Scotland—and to those especially who have had opportunities of hearing our most eminent and successful teachers analyze, explain, and illustrate the lessons on those subjects contained in these books, and of thus witnessing with how great facility even very young children may be made firmly to grasp and retain the leading principles of elementary science, it is unnecessary to say how desirable—how necessary it is, that all the teachers of our Elementary Schools should be possessed of a somewhat systematic and extensive knowledge of the branches alluded to.

Upon the whole, and speaking generally, my opinion of the young men in respect of literary acquirement is, that, while they may be found to possess a considerable amount of general knowledge, their acquaintance with the more strictly technical branches of instruction will be found both loose and limited.

With respect to the amount of skill in the art of teaching of which they are possessed at the completion of the course of training, I now proceed to give my opinion.

I shall first speak of the course of training which they undergo to enable them to give a gallery lesson. This appeared to me most effective. The students gave these lessons with admirable skill. They had evidently brought their industry and powers to bear upon this exercise, and I am of opinion that the methods adopted and practised for the purpose of giving the students the power of performing this difficult duty are highly successful, and entitled to unqualified approbation. The impression however left upon my mind, both from the industry with which these lessons had been prepared, and the spirit, energy, and skill with which they were given, was, that the students had been led to attach an undue prominence and value to them.

This conviction was deepened when I came to the observation of the manner in which their labours in the Model School were conducted.

These, although most nearly resembling the employment in which the greater part of their time, as teachers of schools of their own, must be spent, and therefore apparently deserving special attention, were not characterised by even an ordinary amount of vigour, and in every respect contrasted most unfavourably with the animation and energy that distinguish this part of the training of the young men attending the General Assembly's Normal School in Edinburgh.

It appears, therefore, extremely desirable that to both branches of training—viz. 1st. the organization, classification, and general management of the school; and, 2nd. the method of managing and instructing the children in classes, as well as in the gallery—the earnest attention of the conductors of this establishment should be directed; and to obviate the probability of the gallery lessons absorbing the attention and exhausting the energies of

the students, it should be sedulously impressed upon them that, how efficient soever such lessons may be in imparting general information, and in enabling us, by calling out the sympathies and simultaneously exercising the faculties of large bodies of children, to make upon their minds strong and lasting *general impressions*, we must have recourse to arrangements of a totally different nature for the accomplishment of all that is really difficult in the management and technical instruction of a promiscuous school, consisting of children of various ages, and at different stages of progress, and in which it is the business of one man to impart instruction in various branches.

The unison of these two kinds of training, the object of the former being to enable the students to conduct with ability the business of the gallery,—and this is very efficiently done by the methods at present practised,—and of the latter to train them to skill in the organization, general management, and technical instruction of a school, would, in my opinion, constitute the perfection of professional training.

By a too exclusive attention to the former, the conductors of this establishment run the hazard of justly subjecting themselves to the charge of having trained their students to the efficient performance of only one part of their duty.

Although I cannot speak from personal observation, and cannot adduce the testimony of any one to corroborate this statement, I have considerable confidence in affirming that these young men, after having completed their course of training in this seminary, and after having been intrusted with the organization and management of a promiscuous school, will feel very considerable difficulty in performing satisfactorily most of their duties. In the management of the children in the gallery, and in the giving of the gallery lesson, they will be perfectly at home; but in the classification of their scholars, in the general management and discipline of the school, in the wielding and directing of its machinery of assistants and monitors, in apportioning the time that should be allotted to each branch, and in their knowledge of the best methods of teaching particular branches, they will, I think, be found deficient.

In short, my opinion upon the whole is, that the training, so far as it goes, is admirable; but it has not reference enough to the peculiar circumstances in which the young men are destined to labour, and does not seem fitted to prepare them for encountering boldly and successfully contending against the difficulties which every one must meet when entering upon a new and untried sphere of labour.

With regard to the effect that their instructions and training may be expected to have in imbuing their minds with a love of their art, and in preserving them from the contaminating influences of a large city, it is not necessary to say much. Although they are not boarded in the establishment, and are not under direct control, excepting during the hours of their attendance

at the seminary, yet in consequence of the Rector and Secretary being careful to recommend to them only such boarding houses as are kept by persons of whose moral and religious character they are cognizant, and upon whose faithfulness and integrity in reporting to them any flagrant improprieties of conduct they can with confidence depend, it is not probable that any course of conduct unbecoming their views and profession can, for any lengthened period, escape detection. And the tendency of everything they see and hear in the establishment is to impress their minds with the conviction of the moral dignity of the profession to which they have attached themselves, as having for one of its objects the elevation and improvement of the present condition of their fellow-men, by directing all their faculties to lofty and ennobling objects, and as having for its highest and chief aim the training up of children in the way they should go, and as an employment which is well fitted to cherish in their own souls those feelings of humble and sincere piety, which so well become those who are permitted to be fellow-workers with God.

It may be proper, before drawing this report to a close, to mention that there are certain features in the methods of instruction adopted in this seminary, the propriety of which appears to me somewhat doubtful, and also that there are certain principles recognised and acted on which seem to be objectionable, both in principle and practice. It may be necessary to say that in stating my opinion on these subjects, it is not my wish to do more than suggest to the conductors of the establishment a reconsideration of the various points, and a re-examination of their nature and tendency.

The first point to which I shall allude is the manner in which Ellipsis is used, and especially the frequency with which it is employed. I fear that it would be impossible, within reasonable space, to give to those who may not have been in this seminary, or who have not heard a lesson given in the peculiar method spoken of, any clear notion of the manner in which it is done. Admirable illustrations of this may be found in "Stow's Training System."

My objections are two:—

First, I consider that the frequency with which it is employed *in the higher classes* involves an unnecessary and unprofitable expenditure of time, does not demand from them any strenuous exertion of mental power, and originates in a miscalculation of the amount of their intellectual development.

And, second, I think, that by habituating them only to such simple exercises of thought, it has the tendency to give a distaste for studies demanding more vigorous mental application.

The second point to which I think it necessary to refer, is the toleration, and even encouragement, given to simultaneous answering, and the almost total exclusion of individual examination. There are two grounds on which I think this practice

liable to serious objections: I submit them to the consideration of my Lords.

In the first place I think that its tendency, and indeed its necessary result, is to engender in the minds of the mass of the pupils habits of indolence and inattention; that a very close examination of the mode of its operation, and a very stringent test of its results, will demonstrate that while it may give full scope for the exercise of the faculties of the more energetic and active-minded, it permits the powers of those whose minds are at all characterised by volatility or torpor to remain uncultivated, and even unexercised; and that it renders it impossible for the teacher to ascertain the precise amount and character of intellectual power in individual pupils.

It is extremely difficult to present in a definite form, without specifying examples of the results of this method and the mode of its operation, the basis on which these convictions are formed. The following instances occurred in my presence:—

A class, consisting of seventeen, were doing sums in Compound Division. On presenting their slates the exercises of seven were right, and of ten *wrong*. The sum was written down upon the black board by the teacher, and the boys were requested to direct him how to work it. They were permitted to do this *simultaneously*. The consequence was that those boys whose exercises had been at first correctly performed, and who, it was evident, knew the rule well, again went through the process, and those for whom alone this second performance of the exercise was necessary, sat apparently almost uninterested auditors. It is obvious that they alone should have been permitted to answer. The others had shown themselves acquainted with the rule, and with the manner of applying it, by having previously presented on their slates the exercise correctly wrought. I mention this as one among several instances of the same kind that came under my notice, and if such things happen frequently, as I believe they do, I think my Lords will agree with me in thinking that such a method is justly chargeable with the above-mentioned evils and defects.

But, in the second place, the advantages supposed to belong to this method, and the objects which it is thought to serve, may be gained by other, and simpler, by less hurtful and therefore more legitimate means. It has for many years been a rule in the best of our Scottish schools, that when a question is put to the body of the class, those who are capable, or who think they are capable, of answering it, should indicate this to the master and their fellow pupils by holding up the hand. This practice seems to have got its way into most of our well-conducted seminaries: it is in operation at Battersea and Norwood, and it seems quite adequate to serve all the purposes for which some teachers, and these, so far as my observation goes, of little energy and skill, or limited experience, have had recourse to simultaneous answering.

The third and last point to which I beg to direct the attention

of my Lords is,—the endeavour utterly to repress, by the abolition of the taking of places and other means, the exercise of the principle of emulation. I do not intend to state the grounds on which I entertain the opinion,—that this is theoretically unsound and practically injurious. I only wish to suggest that if the practice is based upon the conviction that this principle is *very apt* to engender feelings of "envy, hatred, malice, and all uncharitableness," and does not spring from the belief that it is contrary to the true dignity of man and the genuine spirit of Christianity, there is room for the consideration, by the conductors of this seminary, of the following question:—

First, Is it your opinion that you have obtained from *each individual* of your pupils as great an amount of strenuous application to his studies as you could have secured provided you had permitted the principle of emulation exercised in the taking of places to operate upon his mind?

If the experience of these gentlemen justifies them in answering in the affirmative, then they have succeeded in doing what I had thought it impossible to accomplish. I do not think they have. If I am correct in my opinion, then the following questions occur:—

Is the amount of evil to be feared from the possibility, even from the probability, of the origination of malignant feelings from the exercise of emulation, so great as completely to counterbalance and interrupt the amount of good that results from its exercise? And is it not the duty of the educator rather to regulate any feeling which cannot and ought not to be utterly extirpated, than to endeavour altogether to repress its exercise? And in conducting the business of the school-room, are you not frequently, and in many ways, compelled to recognise and have recourse to this principle as a stimulus to exertion both moral and intellectual, although you do not choose to give palpable demonstration of this by placing your pupils in the class according to the degree of merit which they may be found severally to possess?

The object of these questions is not so much to indicate my own opinion on the subject, as to direct attention to the consideration of one of the most important and interesting questions that can occupy the regards of the educationist.

I have now presented to my Lords a brief view of the course of study and training pursued in this establishment, with a candid and honest statement of my opinion regarding its efficiency.

It is unnecessary to say that the teachers of the various departments are men belonging to the very first class in their profession, and that their duties are performed with unwearied diligence and admirable skill. The founders of the seminary have been fortunate in securing the services of Messrs. Heslop, Caughie, and Forbes.

I cannot close my Report without recording my obligations to Mr. Cunningham, the rector, for the full information which he

furnished on every point, and without expressing my admiration of the untiring zeal and enthusiasm and the remarkable tact and skill with which he discharges the duties of his office. To his great practical experience, his sound and enlightened views, and especially to the ardour with which he has devoted himself to the study of the best methods of conducting Normal schools, much of the excellence that characterises this seminary is owing. Of Mr. Stow's benevolent exertions it is unnecessary to speak.

I have the honour, &c.

Dr. Kay, Secretary. (Signed) JOHN GIBSON.

REPORT on the State of ELEMENTARY EDUCATION in the County of NORFOLK; by SEYMOUR TREMENHEERE, ESQ.

London, August 21, 1841.

SIR,

THE duties pointed out to me in reference to a tour I was instructed by their Lordships to make through the counties of Norfolk and Suffolk consisted of, first, an inspection of certain British schools which had received aid from the public grant; secondly, an inquiry as to certain proposed British schools which were in progress; and thirdly, a general inquiry into the state of the elementary education now provided for the labouring classes in those counties.

In the prosecution of these duties the amount of occupation afforded by the county of Norfolk alone rendered it expedient that, with the approbation of their Lordships, I should, with a view to this Report, confine my attention to that county. Accordingly, in addition to the results more immediately contemplated by my mission, I have to submit to their Lordships twelve special Reports on schools not subject to my inspection, but which I was requested by some of the chief promoters of each to examine and report upon for their guidance and information. Of these, four are in connexion with the National Society, three with the British and Foreign Society, and five not in connexion with either. Five other National schools formerly aided by the Treasury, the promoters of which had invited inspection, were also visited by me with the concurrence of the respective clergymen; and in numerous other instances I was invited to consult with the parochial clergy, the members of the committees of British schools, the trustees of endowed schools, and the leading supporters of those unconnected with any society, as to the improvement of existing schools, or as to the plans, arrangements, and methods most desirable for their several neighbourhoods. In affording this information wherever it was in my power consistently with other engagements, I was acting in conformity with Section 6 of the general instructional letter to Inspectors; and on the materials obtained on those occasions, and on what I collected by voluntary inquiries in the chief

towns of Norwich, Yarmouth, and Lynn, and in 51 rural parishes in various parts of the county, I have founded the observations embodied in this Report.

Towns—Norwich, Yarmouth, and Lynn Regis.

I visited 32 schools for the labouring classes in Norwich, and found present at them 3552 children, by far the greater part under 10 years old. These schools were held in rooms capable of containing at a moderate estimate 4862 children, or upwards of 1300 more than were actually in attendance. They were supported, some entirely, others in part, by contributions of the wealthier classes; three entirely by endowment. From careful inquiries, and from a comparison of the list of those visited by myself with one published in 1839 by the Diocesan Board of the National School Society, I believe I left unvisited only four schools, differing in no respect in their general condition from those of a similar class which I was able to see. The common day and dame schools were not taken into the account; but, as far as I could ascertain, they were not numerous or fully attended. The result, as regards numbers, appeared clearly to be, that school accommodation was provided in Norwich for many more children than were actually under instruction in day-schools at the period of my visit.

The labouring population of Norwich, for whose benefit the day-schools partly aided by voluntary contributions are designed, may be classed in two marked divisions; the first consisting of those whose chief support arises from the retail trade and the subordinate occupations common to all towns; the second of those who depend on hand-loom weaving, and on the employments afforded by the factories and the various kindred occupations connected with manufacturing labour. As the ordinary trade of the town arises chiefly from the wealthy agricultural district in which it is placed, the portion of the labouring population deriving support from that department of industry may be said generally to earn a fair subsistence. The condition of the other section of the labouring community,—that depending on manufacturing employments, —and especially and more notoriously that of the hand-loom weavers, is one of great and grievous depression. Accordingly, the children who attended at those schools with tolerable regularity, and who stayed longest, were, as I ascertained in many instances by enumeration, with the aid of the master or mistress, generally the children of parents belonging to the class first mentioned; while for the most part those of the manufacturing class, especially the hand-loom weavers, sent their children very irregularly, if at all; some from poverty, some (though I am inclined to believe a gradually decreasing number) from total disregard of the benefits of instruction, others from inability to clothe their children as they wish, others because they may want them at home, or may be unwilling to lose even a faint chance of making the smallest amount of money by their labour. In the short time I was able

to devote to the inquiry, the main object of which was to observe the general amount of instruction professed to be given in those schools, and the method of imparting it, I did not attempt any exact estimate of the proportion which the number attending bore to those who did not. But my own observation and inquiries, which extended widely among the parts of the city inhabited by the lower population, and into their dwellings, coincided with opinions I heard generally expressed, that a large proportion of the children of the manufacturing labourers at Norwich are growing up without any adequate degree of regular and efficient instruction.

That it is important to bring as many as possible of such children under the influence of real instruction is sufficiently obvious; and a conviction of this kind is not wanting at Norwich. Indeed it would appear to be particularly essential to the future well-being of society there, to make some earnest and substantial effort in that direction. Considering the condition of the adult manufacturing population, and how soon those who are now growing up will take their place, either falling into the actual prevailing condition, or into a worse, or contributing towards its gradual amelioration, it would seem especially desirable to seek for every reasonable means of guiding and improving those tendencies which are now in the course of rapid development either for good or for evil.

The state of the weaving population of Norwich is well known. The absence of large capitals, and consequently of adequate commercial enterprise; ill-judged and unhappily too successful attempts on the part of the operatives to fix the rates of wages; external causes which neither masters nor men could control; have combined almost to extinguish the export trade of the city, and very considerably to limit the demand for its staple articles in the home market. The long war put an end to the supply of the worsted materials for the gay flowered dresses of the peasants of Germany, Switzerland, Russia, and Poland. The camlet trade with the Continent has declined since the peace; the same trade with India and China, through the medium of the East India Company, has nearly disappeared since the expiration of that Company's exclusive privileges. The spinning and weaving of cotton has been transferred to the factories of the north. The weaving and manufacture of crape, bombazines, challis, mousselins de laine, Norwich shawls, and other fancy articles, though exhibiting great skill and beauty of design and effect, are subject to great fluctuations, partly resulting from the caprices of fashion, partly from the competition of the cheaper products of Lancashire, Yorkshire, and Scotland. These causes of decline have been greatly aided by the unwise interference of the workmen with the introduction of machinery and the remuneration of labour—an interference which there is now a disposition to abandon when it is too late to repair many of its injurious consequences. The result of these concurring circumstances is a wide-spread and apparently

increasing depression. Dr. Mitchell, in his Report on the Handloom Weavers of Norwich (October, 1838), states that the number of men, women, and children, whose occupation was that of spinning and weaving, was at that time about 5000. The numbers remain nearly the same, but there were not, in the opinion of persons conversant with the subject, more than 2200 employed at the period of my visit, (from 12th of May to 9th of June, 1841); between 600 and 700 of whom have, as I am informed, been since discharged for want of work. It was also stated to me, on competent authority, that for several years past there had seldom been less than 2000 persons belonging to these occupations out of employ from periods varying from one to four months at a time. In reply to extensive personal inquiries among the weavers themselves, at their looms, in their own houses, or elsewhere, the great majority stated that they were unemployed nearly half the year, and when employed could not earn as much as 7*s.* a week, by from 14 to 16 hours' labour; the few who earn more at the species of weaving requiring the higher degrees of skill are exceptions. I endeavoured to test their account by information derived from the masters, and by inspection of their books in some instances where I was kindly permitted to do so. I attended at one factory for some hours while the men were bringing in their work, and obtained from each an account of his earnings for some months previous. These accounts tallied with those I had before received from others. Reference was then made to the books, which were in most instances found to correspond with the recollection of the men. Of the numerous instances that presented themselves, two of the most favourable were the following:—

W. S., silk-weaver.

	s.	*d.*
One week's work	10	3
Deductions stated at . .	2	0
Net earnings for a week of 14 hours per day	8	3

It appeared from the books that he had been steadily employed from January 2nd to May 29th, 1841, and that his gross earnings had been 8*l.* 2*s.* 3½*d.* This sum, divided by the number of days (140), gives 1*s.* 4*d.* per day. Fourpence however per day must be deducted for expenses, reducing his net earnings for 140 days to 1*s.* per day of 14 hours' work.

W. C., weaver of common plain-loom work, at which the fairest rate of wages can be earned.—This man had been in the service of his present employer for 30 years, and was said to be one of the best and most respectable workmen in Norwich:—

	s.	d.	£	s.	d.
Gross earnings from May 12 to May 29th .			1	6	3
Expenses:					
Filling	3	1½			
Beaming	0	3½			
Twisting	0	5			
Candle (average) . . .	0	8			
Wear and tear of loom, &c. .	0	6			
			0	5	0
Net earnings			£1	1	3

This sum, divided by the number of days (17), gives 1*s.* 4*d.* per day as his net earnings. He had been steadily employed from 17th July, 1840, to 29th May, 1841, and had earned in that period 28 3 11½

Deductions, calculated as above . 7 0 0

£21 3 11½

This, divided by the number of days (318), gives 1*s.* 3*d.* a day, or 7*s.* 6*d.* a week. A period however is included (from July to December last) when earnings were 20 per cent. higher than they have averaged since. These were among the most favourable specimens; but the intelligent superintendent by whose aid I obtained them is of opinion, from calculations he has made, that the clear earnings of those employed in the weaving trade of Norwich do not exceed 3*s.* 6*d.* per week on the year's average; and this falls in with the assertions of the men themselves. The earnings of the women and children are small in proportion and fluctuating, and the occasional work obtained by the men, and of which the master can have no account, cannot be such as to alter materially their real circumstances. From such resources it is impossible to expect that any regular and sustained exertion can be made in behalf of the instruction of their children. It cannot be doubted that the pressure of absolute want is often and severely felt by that portion of the population. I visited personally a large number of the houses and cottages in the various parts of the town, and its suburbs, inhabited chiefly by the weavers and their families. In most cases I went into each house in a court or a row, and often into every room tenanted by a family in it. In other instances I went only into those where I heard a loom at work, or observed one that was idle. Nothing but ocular inspection can convey a just idea of the poverty and destitution there exhibited. The general characteristic was the almost entire absence of all those articles of furniture and indications of comfort which are usually seen in the dwellings of those in humble life: a table, two or

three chairs, a bed, often on the floor, a tea-kettle, a boiler, a few articles of earthenware, and a knife or two, were all that was visible, belonging to domestic use. The clothing was extremely scanty and bad. The diet consisted of bread and boiled Norfolk dumplings, three, or at most four, days in the week, and potatoes for the rest. The pale and emaciated countenances and feeble frames of the men sufficiently indicated a long-continued want of adequate sustenance. Bed-clothes were very deficient; these are often pawned in the summer, in the hope, seldom realized, of redeeming them when most wanted. The deficiency of their earnings obliges them to contract debts with the baker and other small tradesmen who supply the articles of their limited consumption. These in their turn are subject to losses, and to meet this inevitable consequence are compelled to put a high price on every article they furnish.

I am led to believe, from the opportunities of observation I was able to avail myself of, that the suffering class in Norwich may be divided into three sections:—First, that of the more respectable and prudent among them, whose privations are great, but whose sufferings no one has the means of estimating; who apply to no one for relief, and who endure, with as much fortitude and resignation as is consistent with an intense anxiety for the future, the spectacle of their family growing up around them with diminishing comforts and resources; who find that they are, year after year, working longer hours for less wages, and are more frequently out of work altogether; their small accumulations of furniture or other store diminishing, and their children ragged and wanting more food than can be given them. The second is that of those with less intelligence, prudence, or principle, and with imperfect habits of management and self-guidance, whose resources are less, from inferior skill or conduct, with less ability to make the most of such as they have. The third is that of the ignorant and improvident, those of the least skill and who are the last to be intrusted with work; whose destitution is often great, and who could not exist at all without frequent aid from public or private charity. There are also others, skilful as workmen, but partaking of the general depression, whose intelligence is considerable but often misdirected. In the minds of these last-mentioned classes there is still much carelessness and much misapprehension regarding the instruction of their children. Among other causes of this neglect may be enumerated the strong impression that seemed to prevail that the anxiety shown by the promoters of various day-schools supported by the different religious denominations could proceed only from selfish motives; and it is to be feared that this impression is strengthened by the common system of giving rewards for regularity of attendance, half or the whole of the school-fees being returned at stated times in the form of clothing or other articles;—a habit which cannot fail to break in upon the sense of duty and responsibility, already sufficiently weak in the mind

of the parent, and to add to the obstacles presented by the state of their circumstances.

Considering how much of their present distress is owing to their own ignorance—to their unwise tampering with wages—to their attempts to control the employment of capital, the result of which has been either that it has ceased to be employed at all for their benefit, or has been employed elsewhere in rival branches of industry—to their helplessness and want of pliability in turning to other occupations, and seeking work in other places when that to which they have been accustomed fails; and also taking into account the many aggravations of their lot proceeding from improvident and irregular habits and debasing pleasures; unless the intelligence of their children receives a greater enlargement and better direction than their own, it must be expected that they will at least remain subject to the same sufferings, and adopt the present tone of opinion and feeling, if not a worse. And it is to be regretted that the present tone is one greatly unsatisfactory and painful. Whether well or ill founded, deep-seated feelings of suspicion and hostility pervade their minds against their masters, as the imputed cause of much of their sufferings, and against society, from which they conceive that they meet with at least neglect. It is difficult for any one who does not take the pains to draw from them their real sentiments by personal communication with them in their dwellings, to conceive the extent of ill-feeling which they harbour against what they term the want of regard and consideration on the part of their masters for their situation and necessities, or to imagine the amount of mischievous half-knowledge and dangerous ignorance with which they seek to solve the problems presented by the complicated state of society around them. In the course of numerous conversations with a considerable number of labouring men of the weaving class, at their homes, and often in the presence of their families, I may safely say that there was hardly a principle of religion, morals, society, trade, commerce, government, which I did not hear perverted by one or the other, or misunderstood, or misapplied. I found much quickness of intellect among them, and a disposition to have recourse immediately to some theory or general principle to account for the state of trade, or other circumstances, to which they attributed their scanty work and insufficient remuneration. It is evident that very many of those who are now growing up, and who will soon begin to speculate upon the difficulties with which they find themselves surrounded, will be prepared by their natural instructors to adopt any plausible or pernicious dogmas, ministering to their prejudices or their passions, which may chance to prevail at the time, unless some pains are taken, systematically, earnestly, and with judgment, to inform and fortify their minds with just principles, to extend the narrow confines of their intelligence, to raise and direct their tastes towards pure sources of enjoyment, and to attach them to

the great truths and duties of Christianity, by such a mode of teaching as shall recommend itself at once to their understandings and their hearts.

I cannot say that much approach is made towards this point by the existing schools. Of these I inspected nine—one by authority, and eight at the request of local committees. I was introduced to 23 others, chiefly through the obliging attention of the clergyman superintending the Diocesan Model Schools, with the view of inquiring what was the amount and quality of instruction professed to be given in them, and the average attendance. In addition to the nine special Reports on these first-mentioned schools, which I herewith transmit to their Lordships, I may be permitted to add in this place some general remarks upon them, which will also be not inapplicable to the 23 other schools which I only visited. Of these latter, twelve are conducted purely on the National School method, and in very few of them have any attempts been made to enlarge the system beyond the limits of purely religious instruction. The attempts that were made are very recent, and in general not extending beyond occasional lessons in geography, a subject apparently as new to the master or mistress as to the pupils. Five of those visited were attached to various denominations of Dissent; and in three of these the books used indicated the desire to convey some general information, in addition to the inculcation of the leading principles of Christian belief. Three others were handsomely endowed schools, under the management of trustees: they contained 322 children, from nine to fifteen years of age; but, either from want of system, or from other causes, it was evident that they fell far short of what might reasonably be expected from the advantages which they possess. I visited also two Roman Catholic schools of very moderate pretensions, containing together about 100 children.

At the request of the Honourable and Very Reverend the Dean of Norwich, I examined the central boys' and girls', and the St. Andrew's Infant School, selected by a committee of the Norfolk and Norwich School Society, with the concurrence of their several managers, as model schools in aid of endeavours now in progress for forming an establishment for training masters and mistresses for the National Schools of the diocese. The training establishment and these schools have been for the last two years under the direction of the Rev. Alexander Bath Power, as superintendent. The three schools are held in spacious rooms, but in confined localities. The methods adopted consisted of the monitorial, aided by simultaneous instruction given at stated times by the superintendent, whose efforts, as far as his other duties permitted, were directed to the important end of establishing a proper tone of moral discipline in the schools, and to informing the mind of the masters and mistresses on the details of school management, and on the subjects essential to the right discharge of their duties.

There were present at the time of inspection 114 boys, averaging about 10 years of age. Their attendance was very fluctuating, 110 admissions having taken place between 6th May, 1840, and 25th May, 1841. The books in use, in addition to the Bible and Testament, were the Instructor; the 1st, 2nd, and 3rd books of the Society for Promoting Christian Knowledge; Stewart's, Chambers's, and Hogarth's Geography; Pinnock's Elements of Grammar; Miss Glover's Class Singing Book; Duncan's and Butler's Etymology; Crossley's and Walkingham's Arithmetic: and the apparatus consisted, among other things, of the maps of the Irish Commissioners, prints of natural history and geography, a table of the relative heights of mountains, a cabinet of objects to illustrate lessons, arithmetic frame, diagrams of mechanical or linear drawing, and the black board on an easel and on the wall. A commencement had been made in the use of the suggestive method, and of ellipsis, but by the superintendent only. Under that gentleman's enlightened guidance, the scope and intention of the elementary processes of teaching have been enlarged, and it is to be hoped may gradually bring forth their fruit; but I am unable to say that at present they have resulted in much actual acquirement. The monitors, four of whom had acted two years, and three one year in that capacity, were unable to read with accuracy, or to show that they understood the words they were reading, or to give an intelligent account of what had been recently the subject of their lessons, whether of Bible history or general information. Their ages were from 10 to 14. In writing, arithmetic, and geography, they were making progress, and also in Miss Glover's system of musical notation. They were commencing rectilinear drawing, and grammar. The discipline was reported to be improved, but still far from satisfactory. The attainments in the respective classes were very indifferent; the first class being only able to read simple narratives, and that without accuracy or apparent intelligence: their writing also was not good: they seemed to be making fair progress in arithmetic, the first outlines of geography, and vocal music; and had acquired a few facts of the history of England and a few of the principles of grammar. The remaining four classes were in a state of great backwardness, partly owing, it was said, to irregularity of attendance. In the girls' school, the respectable attainments of the mistress, a mild and conciliatory discipline, and the superior average age of the monitors, had produced somewhat more satisfactory results. The books, methods, and apparatus are nearly the same as in the boys' school. The mode of reading was easy and accurate, and the answers betokened some intelligence. The advance, however, in geography, grammar, and the knowledge of general subjects, was still very slight.

The Infant Schools of which I have transmitted special Reports are those of St. Andrew's, St. James's, Lakenham, the New City, and St. Augustine's; the first in connexion with the church, the

others not. In all of these, the habits of cleanliness in dress and person, of orderly and decorous behaviour, of kindness in the demeanour of the children towards each other, and confidence and affection towards their master or mistress, appeared to be the chief result attained. This, though of great value in the early formation of character, is nevertheless far short of the point contemplated as the just end and aim of the Infant School. It unfortunately happens that the promoters of infant, and indeed of most other elementary schools, too often imagine they have done all that is requisite when they have built a room, perhaps in a confined court, without garden or even playground, furnished it with some of the usual accompaniments of instruction, and procured a master or mistress at a low salary, of very moderate ability, and whose acquaintance with Infant School management is derived from the smallest possible opportunity of observation, and the perusal at most of one or two elementary books on the subject. At subsequent visits those interested in these schools see certain movements gone through with regularity, they hear songs sung, and some correct answers given by a few of the most intelligent children. The cleanliness there enforced, the mild yet firm discipline, the habits of order and the mode of instruction, can hardly fail to exercise a favourable influence on the unfolding character; and it is therefore only a natural result that the children from Infant Schools are usually observed to be more apt than others when they are moved up to the boys' or girls' school, although their intellectual progress may actually have been but slight, and the little then acquired may more commonly be diminished at first than increased by the transfer from the daily gallery lesson of the master or mistress to the almost sole care of the monitor. And in Infant Schools, such as those above named, neither the intellectual progress nor (the more important part) the moral discipline, can be such as it ought to be, until the teachers are better acquainted with the principles from which Infant School instruction derives its chief value, and more competent to give effect to them. The tendency to fall into mere dogmatical teaching, outrunning in language and subject the intelligence of the children, is natural to those who have not prepared themselves, by previous consideration of each proposed oral lesson, for the difficult and important art of communicating it. The power of mastering any continuous subject, of reducing it to clear logical order, and of presenting it to the minds of young children in simple terms, in regular gradation from its first steps or simplest element, so as to lead the learner along a clear yet almost insensible path of progression, is far from being of easy acquirement, and yet is among the first principles of sound infant teaching. Instead of this, an isolated chapter of the Bible or some scattered facts of natural history are discoursed about, in a manner addressing itself only to the understanding, and without the tact to arrest the attention, to interest the affections, or to draw out the

ideas of more than a few of the young audience. The skill also by which every answer and every incident is turned to account by an adroit master, for moral or mental discipline, cannot be gained without attention and cultivation; and the absence of this skill, and of the power to recast the subject-matter of instruction, and convey it to the minds of the children in clear and simple language, and in the "natural order of acquirement,"* leaves to the Infant School little beyond its external form and semblance, and scarcely more results than can be expected to flow from kindly treatment, rote learning, regularity, and discipline. Among the defects which I noticed at some of these schools, were the repetition of songs and lessons above the comprehension of the children; the use of tunes of sacred music and chants, to aid the memory in learning arithmetic tables—a thoughtless, desecrating practice, which I believe a few words of observation put an end to; and the absence of well-devised employment for the younger children, either in slate-writing or copying, as introductory to learning their letters, or in some simple mechanical occupation. In a few instances I found a practice of designating each child by a number which either hung from the neck or was attached to the forehead by a string passing round the head. I heard no argument of convenience or of occasional expediency which could outweigh the obvious tendency of such a plan to obstruct and weaken the growth of that intercourse of affection, confidence, and sympathy, which it is especially requisite for the teacher of children, of the class to which these belonged, to cultivate. In two or three schools the singing, which had been taught on Miss Glover's plan, was pleasing; and the reading and intelligence of some of the more advanced children tolerably satisfactory. The best of those I had an opportunity of seeing at Norwich was the St. James's Infant School, one of those which had been aided by the public grant. It is chiefly supported by persons dissenting from the church. The teacher had formed a juster estimate of the nature of the art which he professed and the responsibilities he had undertaken. A supply was wanting of books and apparatus to enable him to carry on his own improvement as a master, and to give greater efficiency to the methods he pursues. The small garden attached to the building was neatly kept, and was found very useful as an auxiliary in the process of moral training. The school is situated in the district containing perhaps the lowest and most neglected portion of the population of the city. The master stated that, when he first opened the school in 1838, he was liable to frequent insults in passing through the streets in the neighbourhood. Persons who are in a position to be able to judge correctly now remark that a manifest improvement has taken place in the demeanour of the lower portion of the inhabitants. Parents have confessed to the master and to others that their children now give them less trouble. An interest also

* Dugald Stewart

in their mental progress has been awakened in their minds, and has been to them a source of pleasurable surprise. They have felt themselves insensibly influenced by the ideas and conduct of their children. There is reason to believe that only a very small part of the population of that neighbourhood ever attends a place of worship: nevertheless, it may be hoped that in this, as in other instances, and not alone as regards the youthful portion of such a community, the school may by degrees be found to be the vestibule to the temple.

A most generous effort in behalf of the improvement of the labouring population of Norwich has been made by Mr. Geary, to whose intelligence and enterprise the city is also indebted for the introduction of a species of manufacture differing in kind from those that have for a long time formed its now declining staple. Mr. Geary erected in 1838, at his own expense, in a good situation, with playgrounds annexed, a handsome building capable of containing upwards of 500 boys, girls, and infants, in three separate school-rooms. To these he added an equally spacious and handsome building for the purpose of an industrial school, capable of accommodating at least 300 children to receive instruction in the elements of common trades. Mr. Geary's design was that the Infant School should in part supply the two others; and, to meet the numerous cases in which the parents could not afford to pay even the most trifling sum, he opened the Industrial Schools on the footing that those children who paid nothing should work half the day at some trade for the benefit of the establishment. It is to be regretted that a plan which contains so much that is suitable to the circumstances of the population should not yet have met with complete success. The three schools at the period of my visit contained together 275 children, only 40 of whom were occupied in the industrial school. Considering the number of children in Norwich attending day-schools, whose parents were probably unable to make any payment, however small, for such purposes, the smallness of the numbers at the industrial school must be taken as an indication of misapprehensions existing in the minds of those for whose benefit it was designed. Accordingly, I found an impression very widely prevailing among such persons, that in laying out so large a sum of money in building school-rooms, Mr. Geary could have been actuated by no other motive than that of making money by the labour of their children. Unfortunately, the ignorance, and the suspicious and hostile feeling towards their masters and towards all above them, so prevalent among the mass of the population, makes it the more difficult to help them by any plan, however well devised, for their good. I cannot pretend to pronounce whether those feelings of hostility and repulsion have had their origin in any sufficient causes; but I should not be justified in suppressing the fact, or in withholding the reasons given by the men themselves. These seemed in general to point to the neglect and disregard or want of due consideration on the

part of the masters for the interests of those in their employ. They were possessed by the conviction that advantage was taken of their necessities to lower the rate of wages in undue proportion to the market value of the work produced. They are therefore unable to believe that any design emanating from that quarter can have any other source than selfishness or a desire to oppress them. Unhappily also, the form in which religious differences manifest themselves in the classes above them, and the inducements held out by opponent sects, having the appearance of a canvass and competition for their children, tend greatly to confuse their partially enlightened intelligence, and to make them often regard as a favour that which is one of the plainest of their duties; and the more so, as this zeal for their spiritual wants is, they say, unaccompanied by a corresponding regard for their great and increasing physical privations, at all times very imperfectly relieved by the contributions, large as they sometimes are, and but seldom by the personal sympathy and attention of the classes that are at ease. Another pregnant cause of the too frequent neglect of duty to their children and to themselves may be found in the proceedings connected with the fierce and reckless political contests in which they are called upon to take part. Those who (most lamentably for the cause of private morality and public virtue) have lent the sanction of high example to the practice of bribing the poor man, cannot know, unless by specific inquiries and personal observation, from which they are far removed, or which they may disregard, the extent of the evil they are inflicting. Money thus poured into the lap of a man subject to privations is irresistible; but it not the less certainly ruins his self-respect and that of those about him; it is squandered in debauchery as long as the means of indulgence last; it breaks in upon all steady and industrious habits, and substitutes, for a careful and provident economy, a depraved craving after a re-opening of this floodgate of unnatural wealth, to satisfy debts, accumulated in anticipation of it, and arising from a taste, thus stimulated, for indulgences which his honest industry could not procure. The first to suffer from the vices of a man thus corrupted are his children —an effect sufficiently well known to all who are most observant of the condition of the working classes. An imperfectly instructed man, subject to such temptations, is little disposed to scan anxiously moral differences, and to make sacrifices to duty; and he has need at all times of all the aid of correct example to lean upon, to keep him right. A man whose days are passed in unvarying mechanical operations has need of every external aid of instruction to inform, direct, and enlarge his mind, and to keep it pliable. Neither public example, nor any general opportunities existing at Norwich, can afford him this direction. For the adults, there are neither lectures, nor public gardens, nor other readily available sources of rational instruction, relaxation, or amusement. For those who are rapidly rising up to become adults, neither the

benevolent exertions of Mr. Geary, nor the general efforts on behalf of education as displayed hitherto in the schools of the town, have met the manifest necessities of the case before them.

If the mental and moral condition of the rising generation is to be usefully affected through the medium of schools, as auxiliaries and interpreters to higher and more sacred ministrations, wider views must be taken of what it is requisite to teach, and of the instrumentality by which it is to be communicated. It is still necessary to repeat that what is commonly called education, namely, the teaching the mechanical art of reading and writing, with a little arithmetic, and the dogmatical inculcation of scripture formularies, very imperfectly understood, if at all, is not in fact education, or anything more than its unformed, undeveloped germ; possibly containing within it that which may give some additional power to the mind, but very probably in no way reaching and impressing the heart. It is necessary also to repeat that, if the legitimate educator does no more than this, there are those who will do more; the Chartist and Socialist educator—the publisher of exciting, obscene, and irreligious works—he who can boldly assert and readily declaim upon false and pernicious dogmas and principles. To inculcate the leading doctrines of our faith, and to present the main incidents of the holy Scriptures in such manner as shall interest the affections of the young, and not alone burden the memory; and to impart some real knowledge applicable to the state of society in which they live, and to the world around them, is the work in hand. This the ordinary master or mistress at from 6*s*. to 10*s*. a-week cannot do. I observed some teachers in Norwich, receiving much higher salaries than those, who were incapable of explaining the meaning of very ordinary words, who could not spell correctly, and whose capacity for clearing up and making interesting to a child's mind the subject of instruction where books of general reading had been introduced, was manifestly very limited. Remains also of the art of governing by force of lungs or arm were not wanting. In some schools a little geography had been recently attempted, but not extending in most instances beyond catalogues of names; the master often appearing to think that to point out the hardest names in the interior of China and Tartary was the most dexterous feat of geographical learning. In a few cases I found that the maps hung on the walls, not yet used—objects apparently still of respectful and distant wonder alike to master and pupils. I could see no signs of any capability to make geographical instruction really profitable, by connecting with the physical facts some knowledge of the several peculiarities and of the condition and mode of life of the various inhabitants of the globe. Such information could not be otherwise than valuable to the people of Norwich, whose failing sources of industry in their own locality would seem to force upon many of them the necessity of seeking a field of employment elsewhere. At present the Norwich weaver (I speak of a great majo-

rity) appears strongly indisposed to quit his own town and neighbourhood, partly from natural and laudable attachment to it, partly because he is retained by poverty, partly because his mind has become rigid, and his frame enfeebled by his monotonous and often exhausting labour, partly because of his ignorance of the world beyond the bounds of his horizon, by reason of which he persuades himself that any change to another country must be either to America, which for some cause or other he dislikes, or otherwise a "wild dedication of himself to unpathed waters, undreamed shores," where nothing but severer privations than those he encounters at home can await him. While nothing less than a systematic and continuous effort, proceeding from without them, could so operate as to reduce by emigration the present pressure on the labour-market, and thus relieve themselves, their wives and children (the latter of whom would from the first make useful emigrants, and they themselves also after a period of out-door work and better food) from their actual normal condition of suffering, and the town from the burden of maintaining them either by rates or private contributions: much might be done to prevent the rising generation from falling into the same state, by expanding their minds in time, and giving a new direction and a wider scope to their thoughts and wishes. At present, notwithstanding the state of the trade for some years past, every weaver marries between 18 and 22, and brings up his children to weaving; they are useful to him in many subordinate processes about the loom; unfortunately, also, they are too often the only means by which he obtains for himself or for them their daily meal. Whatever may be already the excess of the number of hands seeking employment, and however clearly it may appear that early marriages must add without limit to this excess, the Norwich weaver unhappily perceives two arguments in its favour: first, that it may be the means of saving him at times from the workhouse; and secondly, that things can, in his opinion, scarcely alter for the worse. Perhaps there is no more deplorable result of a depressed condition than the recklessness which, as in this case, accompanies and increases it. In order to procure the coveted employment for his children, either in the factories, in attending hand-loom weavers, or in other work, he frequents a market, held in an open space close to the great market-place of the town: it is held every Monday morning, and is called the children's market. I saw, between six and half-past seven in the morning, about 400 men and women and children of both sexes, waiting for opportunities of making the bargain of the week. The anxiety displayed on the appearance of any one likely to hire, denoted the pressing need that brought together so many competitors for employment. The pale and emaciated countenances of the men, and the poor condition of the dress of all, showed that this need was not of yesterday. Yet it is no heartless process of bargain and sale to the first comer; for, to the credit of those whose privations might

perhaps excuse some want of strictness, it is said that they will not admit into the market any one who has the name of treating the children he hires with harshness. It is quite clear that no general impression of the bad consequences of overstocking the market of labour, and no mere arguments against it, can check this as an inevitable result, among a population in the situation and with the habits here described. Some of their children they would willingly get into trades; and with that view they are more anxious than formerly to procure for them a little elementary instruction. They limit, however, their ideas of learning to mere reading and writing, and indeed in most of the schools accessible to their children they could learn little else. The valuable opportunities afforded by the numerous Sunday-schools are also open to them, and upon the whole they appear to be taken advantage of as much as under the depressed circumstances of the population could be expected. But something more is required than can be furnished by the Sunday-school, or than is now furnished by the day-school. That amount of religious and general instruction which might by degrees pervade and stir the sedimentary mass of corruption and ignorance, and make it take new and clear forms, cannot yet be obtained in these schools. Facilities and encouragements for learning several of the common trades would also be valuable, as tending to turn the current of industry into various channels. The industrial school, especially if comprising garden culture, would, in enabling the children to participate in the profits of their labour, be attended with the further advantage of meeting to a certain extent the pecuniary difficulties which prevent the parent from sending a child to school, or induce him to withdraw it the moment there is a chance of its adding the smallest sum to the weekly earnings of the family. This might be effected under proper management, even with town schools, in cases where they are situated near the outskirts. But neither the one nor the other can be expected to flourish without the liberal aid and directing supervision of persons who have the greatest and most immediate interest in the good principles, the intelligence, and the well-being of the population around them.

A useful impulse would be added to those already acting in favour of the educational and moral improvement of the labouring classes, were regulations such as those adopted by Mr. Geary in his factory more general. Two of the most important are these: first, that no one is admitted to work for him who cannot read decently, that is, in such a manner as to show that the art of reading is accompanied with a certain degree of understanding in proportion to the age; secondly, that no female of suspected moral character is admitted into or continued in his employ. Mr. Geary is of opinion that the operation of the first-named rule has been the means of leading to some useful inferences. At a recent period, when many hundred children of weavers were out of employ, Mr. Geary was during several months in want of hands,

and although the fact was well known, yet no children of the age required (between 11 and 15) who were able to satisfy the test, applied to him for work. This fact may perhaps be taken as a proof that among the class of children in question the qualifications required were comparatively rare; and also, that the children who were best instructed were able to find work, or to retain their places, while those of lower degrees of cultivation were the first to be thrown out of employ. The operation of the second rule Mr. Geary states to have been, in conjunction with the other, the means of supplying his factory with a class of operatives whom he considers of superior value, both as to skill, attention to his work, regularity, and carefulness. If the congregation of large numbers of young persons in factories, at an early and immature age, has a tendency to obstruct the formation of steady and correct habits, by withdrawing children from the eye of their parents, weakening the domestic ties, and subjecting them to the contaminating example of vicious habits, coarse language, and rude manners, Mr. Geary endeavours, as far as circumstances admit, by careful superintendence, direction, and admonition, to stand to those in his employ "in loco parentis." Each person is paid individually once a week, either by himself or his partner; by which he is able to gain some acquaintance with their general capacity, tone of mind, and demeanour; to understand their wants, to hear their wishes, or to throw out a few words of friendly advice, reproof, or encouragement. To set some antagonist influences to work against the attractions of the beer-house or the tea-garden, he has encouraged the formation of a madrigal society, and also a band, which he permits to practice once a week in his garden. Many other useful plans and regulations, existing "more in intention than execution," were referred to by Mr. Geary, in which he had had to encounter the ignorant prejudices of those whose good was contemplated; among the rest the transference of a small sum out of their weekly earnings to the savings' bank, each payment being entered in a small book kept for every individual for that purpose. The earnings in the branch of manufacture in question was sufficient to admit of this without inconvenience; yet either the love of immediate indulgence, or unfounded fears as to the safety of their deposits, or some equally vain prejudice, caused the plan to be abandoned.

The better instructed and more intelligent and well-conducted workmen, of which class I am happy to say I met with many in the course of my inquiry, observed and lamented these and the numerous other obstructions to the improvement of the mind, morals, and physical condition of their fellow-workmen, and of the generation that is to succeed them: nevertheless it is satisfactory to witness the various efforts now in progress with that view, emanating from societies and from individuals, in conjunction with or in addition to the ordinary ecclesiastical and other institutions of the town, inadequate though they may be as compared with

the magnitude of the work before them, and the strength of the elements which they have to oppose, yet affording a justifiable hope that they are far from being made in vain. The opportunities I sought for of observing the labouring part of the population, laid open many favourable characteristics, which, in the midst of much that could not be contemplated without pain, gave an assurance that whatever was most distorted and wrong in their condition, might yet, by well-directed management, be brought back again towards the right. One marked and favourable peculiarity, even among the poorest, is their strict attention to cleanliness and decency in their dwellings, a token of self-respect, and a proof of ideas and habits of comfort, of which the severest privations in food and dress did not seem to be able to deprive them. Their rooms might be destitute of all the necessary articles of furniture, but the few that remained were clean, the walls and staircases whitewashed, the floors carefully swept and washed, the court or alley cleared of everything offensive, the children wearing shoes and stockings, however sorry in kind, and the clothes not ragged, however incongruously patched and darned. "Cleanliness and propriety," said one man, "are, in spite of our poverty, the pride of Norwich people, who would have nothing to say to dirty neighbours." These are salutary tendencies enough, even in those who seem to present the least promising materials, to afford encouragement to all who would contribute their aid towards working out the problem of the social and moral amendment of the lower portions of the labouring population. If higher views were taken of what constitutes the efficiency of a school, and corresponding pecuniary and personal exertions were made to raise the very low standard now prevailing; if masters of proper acquirements were alone to be sought for, and of ability to impress both parent and child with a consciousness of the value of his teaching and guidance—much might be effected which now, with the present inadequate machinery, rests imperfect, or is not done at all. By a superior discipline, emanating more directly from the principles of duty, and aided by the inclinations of the parent, many of the present irregularities, and the lower principles now resorted to to check them, would disappear. If the instructor were to widen the scope of his subjects, and make his teaching bear a more practical reference to the occupations of life, he would draw within his influence many of the children of the class above the day-labourer, who would pay more, and would therefore tend to lessen the pecuniary obstacles. That the small tradesman and shopkeeper has no objection to such a union, when it is advantageous to him, is shown by the endowed schools of Norwich, where, for the sake of the benefits derived from those establishments, the children of various grades of society receive instruction together. Still more would this be promoted if, in addition to scriptural and more general information, they were enabled to

acquire the elements of, and to practice for a part of the day, various common trades, the children receiving a due portion of the value of the work done. These trades might without much difficulty be taught and superintended by individuals whose age, or other circumstances, would cause them readily to undertake the office for a moderate remuneration. It must however be clearly borne in mind by whoever, whether a stranger or one more immediately interested, may look into the state of that town with a view to the educational and moral amelioration of its labouring classes, that much more is required than attention to the wants of the rising generation only. Feelings of bitter and ill-repressed hostility, such as are there fermenting, causes of dissociation which seem to strain the bonds of society, poverty and physical suffering ill-imagined but by those who experience or witness it, wide spreading circles of vice and corruption, demand other instrumentality. To meet the entire state of circumstances, more active, and I must add more harmonious, efforts are seen by the commonest observation to be requisite. Undoubtedly much is now at work which is highly valuable; the faithful discharge of parochial duties, the supplementary efforts of Dissent, the right hand of charity and the sympathy of neighbourhood, the labours of visiting societies, those of the City Missionary Society, inadequately supported, though pursued, according to their rules, and apparently as the condition of their success, without sectarian objects. As far as these agencies reach,—and it will not be questioned that they are capable of great extension,—they may keep in check if they do not gain upon the encroachments of moral and social evil. But to their aid it would seem must be brought some such measures as those already referred to, before the great mass of the manufacturing labourers of that town could be raised from a condition which cannot be contemplated from any point of view, whether with reference to their own welfare or to that of the society around them, without feelings of anxious foreboding and unaffected pain. The interest called forth by the near contemplation of that state of things, and by much intercourse with and much unreserved information very readily and obligingly afforded by persons of every station, degree, and occupation in that large and important city, would cause the anticipation to be pleasing and satisfactory, if a well-founded hope could be indulged that as the evils to be encountered are more clearly seen, so that portion at least of their remedies which may be found in rightly directing the hearts and minds of the young, in unfolding their faculties and informing their understandings, by processes and agencies capable of effecting what may justly be called education, would be earnestly taken in hand and prosecuted faithfully, even at the cost of some temporary sacrifices.

I was requested by some of the leading inhabitants of *Great Yarmouth,* who are trustees and promoters of the charity and

other schools of the town, to give my opinion as to the state of those schools, and as to how far I thought them calculated to meet the educational wants of the humbler classes of society. The occupations of those classes are derived chiefly from the large maritime trade of that ancient port, from its fisheries, from ship-building, and from the various branches of manual labour connected with it, from retail trade, and more recently from the erection of a large factory. In a town affording such a variety of employment it would, *à priori*, seem reasonable to offer in the elementary schools such varied general instruction as would be applicable to the diversified wants of persons engaged in those respective occupations. It would also seem to be of the first importance to endeavour to counteract by the aid of such schools as should be able to exercise a decided influence on the minds of the young, the many tendencies to demoralization incident to a locality uniting within itself both a maritime and manufacturing population. It would appear the more easy to attempt this in a town possessing two munificent endowments for the education of the children of parishioners, and where other schools exist, supported chiefly by the benevolence of individuals. The latter class of schools, both day and infant, were far from being full; and neither the former nor the latter appeared to me adapted, under their present arrangements, to answer the end above supposed.

The most important of these schools, and the only one on which I think it necessary to offer any detailed comments, is the richly-endowed school called the Children's Hospital. At this establishment for the children of parishioners of Yarmouth, 30 boys and 20 girls, between the ages of eight and fourteen, are boarded, clothed, and taught, and afterwards apprenticed to trades, receiving at the time of apprenticeship 2*l.* 2*s.* for an outfit of clothes, and a guinea for good conduct at the expiration of half their period of service. In addition to these, the free probationary scholars are 150 boys and 70 girls, who supply by seniority the vacancies among the boarders. An examination of the most advanced boys showed that some pains had been taken to impress upon them the rudiments of scriptural instruction; that they were tolerably skilful in mental arithmetic, and could write decently; but in all other respects their acquirements were very limited. The master had no assistant, and the boys examined acted as monitors. They read incorrectly, and were unable to explain common words. They received occasional lessons in grammar and geography, but knew very little of either; they were unacquainted with the geography of Scripture. Boys of thirteen and fourteen, who had been many years at the school and were soon to leave it, were unable to say where the river Thames was, or what counties they would have to pass between Yarmouth and London. Coal vessels are constantly before their eyes, yet they did not know the direction of Newcastle or of North and South Shields. No general information appeared to have been given

them in a manner to produce any effect in improving and storing their minds. The third book of the Edinburgh Sessional School had been introduced recently, and was occasionally read by them, but from want of a due knowledge of language the reading appeared to convey but few ideas. The arrangements of the day were such that much time was misapplied. The boarders were allowed to go into the town without restriction of any kind, for at least four hours during the day. For the evenings there was no regular employment, either educational or industrial. The inadequacy of the result produced by this endowment is the more to be regretted because the succession of children passing through the establishment is much more rapid than formerly. I perceived by the books, that between January 1813, and June 1841, 1541 were admitted; giving na average of 55 per annum: for the last three years the number admitted annually has approached 100.

From whatever cause this may have arisen, it would seem to point out the necessity of endeavouring to make the best use of the diminished time during which the children are under instruction. At present they can hardly be said to carry away more than an imperfect acquaintance with the limited number of subjects professed to be taught. The ample endowment, the locality, the buildings at present possessed by, and some spacious adjoining premises now understood to be about to be added to, this institution, would enable it to confer greater advantages on the community for which it was intended than they can now derive from it. The two principles which it would be most desirable to introduce are that of industrial occupation in the elements of various trades for a certain portion of the day; and a course of intellectual instruction of a more varied and practical kind, having reference to the most common sources of employment afforded by the town and neighbourhood. Of the first, the value would be found to consist not so much in the preparation for any particular trade as a mode of livelihood, as in the training to industrious habits, the manual aptitude it tends to create, subsequently applicable to other purposes as they may arise, and the aid it gives to the process of moral discipline, by keeping the children with greater constancy and regularity under effective superintendence. The more varied intellectual instruction would consist of a better knowledge of language; a more intelligent acquaintance with, and therefore a more real love for, the doctrines and services of the church; watchful and habitual training to the practice as well as the dogmatical enforcement of the principles of Christian virtues and duties; an awakened interest in the acquirement of more general information; the principles of natural philosophy, natural history, drawing, mechanics, as useful to the skilled artisan; some insight into the physical and social condition of other nations, as well as the various marked divisions of our own; some taste for rational recreations, especially for vocal music, as a powerful means of moral improvement. Inquiry and observation upon the spot

tended to satisfy me that the scheme of industrial and general instruction thus sketched out, is capable of being easily applied at this establishment. I do not feel called upon to go further into detail regarding it; but as respects the special training applicable to boys destined for a sea life, of which Yarmouth necessarily furnishes many in the course of every year, I may be allowed simply to refer to my Report to the Lords Commissioners of the Admiralty on the Greenwich Hospital Schools, the recommendations contained in which form the basis of the arrangements now in course of being introduced, under the sanction of their Lordships, into those schools.

The population of *Lynn Regis* is 16,000. The only school of any importance for the children of the labouring classes is the national school containing 300 boys and 50 girls. This school had been open to the children of dissenting parents from its commencement about 40 years ago, until a recent period; the arrangement is now altered, and the members of the dissenting denominations are endeavouring to establish a school on the British and Foreign system. An infant-school contains 120, and a girls'-school, connected with the congregation of the Independents, 40 children: these schools were separated for their vacations at the period of my visit. According to the information I was able to obtain in the course of a short inquiry, it would appear that about 650 children attended Sunday-schools, in addition to those who attend the day-schools also, making, with the latter, a total of about 1500 frequenting both day and Sunday-schools. In this, however, are included the children attending the infant-school. The condition of the working classes, and their occupations, are very similar to those of Yarmouth. The exigencies of the town as regards any adequate provision for elementary education, appeared to be the same; without, however, the opportunities of valuable aid afforded by the endowments which are enjoyed by the former place.

The direction I took in pursuing my inquiries in the *Rural Districts* of Norfolk may be described as following an irregular line from Yarmouth on the south-east of the county to Burnham on the north-west; and again from Lynn Regis on the west, to East Harling on the south. The parishes which I visited in the course of this tour, in number 51, were some of those comprised in circles round the towns of Yarmouth, Norwich, Dereham, Lynn Regis, Fakenham, Wells, Burnham, Litcham, Swaffham, Watton, and East Harling, together with others at intermediate points. The information collected was derived from personal observation of the schools in those 51 parishes; and as regards the educational and general state of the population, from close and extensive inquiry among all classes of the community; by all of whom, whether parochial clergy or the ministers of dissenting congregations, whether landowners, farmers, persons in professions and trades, or

the cottagers themselves and their families, every assistance was readily afforded in furtherance of my object. I also endeavoured to extend my knowledge by inquiries from persons well conversant with the state of the country surrounding the districts actually visited; but I have relied on such evidence no further than I found it to correspond with what fell under my own observation.

The remarks I have to offer on the position and prospects of elementary education for the working classes in those districts, will be more clear and precise if a brief account be first given of their general condition, their pecuniary means, and their present state of intelligence.

The circumstances which have most materially affected the labouring population of Norfolk during the last half century, have been the consolidation of farms, the enclosure of commons, and the mal-administration of the old poor law.

When the agriculture of the country was carried on by small capitalists, the labour of the farm was chiefly performed by servants in husbandry, male and female, living in the farmer's house, usually taking their meals at their master's table, and not much removed from him in manners or intelligence. The labourer was attached to his master and to the farm by habits of friendly and familiar association: he became acquainted by experience with all the processes and details of farming, and he might hope, by care and industry, to become some day a small occupier himself. When he married, in addition to his wages and certain privileges, such as an occasional supply of milk, fuel, &c., he had the resource of the common, by the aid of which he was able still further to encourage the prospect of rising in time above the condition of the mere daily labourer. He probably could not read or write; but those in the grade next above him could not do much more. His mind was not stimulated either by exciting topics, or by such as tended to its improvement; bad roads and infrequent communications obstructed the access of both. Labour was not superabundant: or if at any time he was out of work, he had probably some little stock upon the common on which he could fall back as a temporary support. The common also afforded him a field for cheerful recreation. Manners and morals were perhaps alike rude and low; but the structure of society was composed of easy gradations; the labourer possessed something of his own, had some object of attachment and interest, and was not without the hope of placing his children in a better condition than that in which he had himself toiled.

The high prices of the war brought with them the consolidation of farms, and the enclosure of commons. For this process men were required who could command larger capitals—a race of farmers differing in manners and habits from their predecessors. The farm-house was no longer the home of the farm-labourer, the school of the agricultural and domestic servant. The labourer was placed apart, to be hired when he was wanted, and to depend

entirely on weekly wages. Into the economical questions connected with this change this is not the opportunity to enter. It is probable that the sum of the general wealth has been more rapidly increased by this process than it otherwise would have been. It will not be disputed that there was much connected with the use of common lands, and with the general prevalence of small farms in this country, that was not conducive to the benefit either of individuals or of society. But by the manner in which the change has been worked out, it has placed vast intervals between classes which were formerly in easy juxtaposition, it has interrupted to a great extent the social sympathies, and made it more difficult for the labourer, by his honest exertions, to win for himself a position which will secure his declining years from want. If the former state of things is neither to be brought back, nor, in some respects, to be regretted, there is yet wanting in the new that attention to the moral and physical condition of the labourer which shall reconcile him to the change. Uninstructed, and mixing only with those of his own class, he is now left to the natural development of character which takes place under such circumstances, without any adequate guidance or control, either through the means of schools or otherwise. The distance between himself and his employer is greatly increased, and their relations greatly altered, without perhaps either receiving the corresponding benefits which such alteration might confer. The remuneration in the shape of fuel for the loss of the common is partial, and insufficient to make up for the feeling of possession and local attachment which accompanied it. With it also disappeared its sports and recreations. His chance of rising into a state of independence by patient daily labour has been further reduced by the almost total absorption of the small holdings in the larger occupations. In the western division of the county especially, where large tracts have been taken into cultivation, and a population created, the business of farming has assumed the feature of a large mercantile speculation, requiring a capital of from 10,000*l.* to 30,000*l.* The farmhouse or mansion stands in the centre of from 800 to 2000 acres. Near it are usually two or three cottages for the labourers who are required to be more frequently present in superintending the stock. The rest are at a distance, scattered here and there, or in the neighbouring villages. If the master is inclined to take advantage of the competiton for labour; if he seldom "puts out" work to be done by the piece; if his labourers are frequently dismissed for a time; if they are treated with harshness and without consideration for their wants and circumstances,—they in turn consider that their engagement also partakes of a speculation, in which their part is to work when employed as little, and to defraud their master as often as possible. Discontent and ill-humour are the natural accompaniments of this state of the relations between employer and servant. With inadequate earnings are often coupled inadequate garden ground, and the absence of other

advantages. With diminished means come the evils of a small or crowded cottage, and the necessity of sending the children to field labour at the earliest possible age. And the scale on which this field labour is now performed, and the arrangements to which it has given rise, are amongst the present fertile sources of evil. On the large farms it is necessary that from 200 to 400 acres of turnips or mangel wurzel should be hoed and singled, and twice the quantity of corn weeded (perhaps also dibbled), with expedition, and at the proper periods. The plan now becoming common is to contract with a labouring man for this purpose. He accordingly hires the requisite number of young men, women, and children, called his gang, whom he superintends while executing the work. These gangs consist of from twenty to fifty individuals, collected together from neighbouring villages or small towns, without reference to character, and therefore among them very often some of the worst. The farmer considers that he has no further concern with them than that they should perform his work and get off his land without doing mischief. The employment of these loose fluctuating bodies of labourers of all ages and both sexes, going and returning early and late, collected into public-houses to be paid, without any moral ties that bind them to their employer, and not many that operate in the way of control among themselves, must go far to spread among an agricultural, the corruptions too generally belonging to a manufacturing population. To these causes, dissociating alike and demoralizing, may be added the still visible results of the mal-administration of the Old Poor Law; the increase of a population set loose from ancient ties and habits, without any adequate increase of spiritual or other care and superintendence; temptations to the indulgence of sense and appetite indefinitely multiplied, and no temptations or opportunities for the cultivation of intellectual pleasures, or the enjoyment of innocent recreations placed in their way.

If from that sowing has come this harvest; if it may be truly said as the ruling characteristic, that the bond which attached the agricultural labourers of Norfolk to their superiors in station is weakened or gone; that the interest of the master is but little thought of by his labourers; that they are discontented and depressed; that dishonesty and immorality are but imperfectly reproved by the public opinion prevailing among them; if this may be justly said to be the leading tone and temper of this population, it cannot be considered otherwise than as the natural result of the causes enumerated. Many instances fell under my observation deviating both on the one side and on the other from this line. On the one hand where the pastoral duties of the clergyman had been performed with zeal, benevolence, and intelligence; where in his landlord or employer the cottager had found a considerate master, a guide, and a friend; the lot of the labouring man approached to that condition of substantial comfort, following honourable and well-requited toil, and to that aspect of well-being

and peace, which perhaps English rural life alone can best illustrate. On the other hand, where the population was the most ignorant, was neglected, or had been mis-managed, there invariably was, as might be anticipated, the worst feeling, the worst conduct, and the worst pecuniary condition. Parishes lying in juxtaposition would not unfrequently afford these opposite examples. On the unfavourable side, the picture would be that of a parish with a surplus population; every branch of industry overstocked; no effort to go elsewhere in search of work; neighbouring parishes in want of hands, yet no attempt to get employment there; emigration to other parts of this country and to the colonies encouraged, and individuals from the parish sent away under favourable circumstances, yet returning after a few days' absence. Another example may be referred to; it is one of a large class, but in some of its features it is favourably distinguished. It is given in substance from the statement of an occupier of 1500 acres, who had been engaged in farming upwards of 40 years. "In that period, he had seen a great alteration in the character of the labouring class. There is not such affection towards the master as there was formerly. His father's labourers would have fought for him. The landlord now sees little of the tenant, and the tenant often knows little of his labourers. He held the plough himself when he was young, and did all kinds of farm work; he therefore knows it practically, and can tell what is the worth of a man's work, or whether it is well or ill done, or quickly enough. Knows also their wants, and won't allow them to beat down each other in taking work. Urges and helps away all that are not wanted in the parish. Helps those who have large families, or who are ill and temporarily distressed; keeps good "seconds" flour and other stores for the purpose; gives all his labourers milk and other indulgences; endeavours to make them understand that in promoting his interest they are promoting their own; that by doing justice to their work, and making their master's capital more profitable, they are enabling him to give better wages, and to employ more people: they are incredulous, though he expends a large sum yearly in improvements, and gives a higher than the usual rate of wages. Does not think, notwithstanding all he does for them, that they treat him better for it. Believes that he is frequently defrauded by them."

The want of adequate pecuniary means prevents many, the very common state of ignorant disregard for its benefits deters others, from giving their children the advantage of such instruction as may be offered in their neighbourhood. It was stated to me by the individual above quoted (and in substance also by numerous other persons well conversant with the resources of the poor), "that he had often tried to make out on paper how a man and his wife and four young children could live on 11*s.* or 12*s.* a-week, with flour at 2*s.* or 2*s.* 4*d.* a stone, and never could find out: either they must get into debt, or must be assisted by private charity, or

help themselves in some dishonest way by poaching or pilfering. In his opinion, it would require more management to live on such an income (the harvest-money, which is an addition, going to pay the cottage-rent and the shoemaker's bill), maintaining a bread diet as the principal sustenance, and decent clothing, and such moderate comforts as they think indispensable, than nine-tenths of the women marrying young, and ignorant as they are, can be expected to have." The theory of the employer I found invariably borne out by the practical statements of labourers and their wives, as far as they could be obtained with accuracy, and in cases which could be substantiated by unexceptionable testimony. Such statements amounted to this: that where a large family had been reared on the ordinary weekly wages without getting into debt, it had been done by aid of the produce of the garden or allotment, by assistance from the benevolence of individuals, and, when food was high, by reducing the diet to a lower standard—to one consisting of more potatoes and less wheat. Without adverting to the general question as to the permanent effect of high or low prices of corn on the remuneration of labour, it may be observed that, at periods of occasional high price, the surplus remaining to the labourer and applicable to general purposes, after he had provided himself with bread, is reduced. The following, among many examples given to me by cottagers, may tend to confirm the assertion, if any confirmation were required, that at those periods wages do not rise in proportion to the rise in the price of corn:—

Dec., 1840.

	s.		s.
Wages of labourer per month, at 12*s.* per week	48		
Wages of son, at 3*s.* 6*d.*	14	Flour consumed by his family per month, 1 bag, at	53
	62		
	53		
Surplus applicable to general expenditure	9		

June, 1841.

	s.		s.
Wages of labourer per month, at 11*s.* per week	44		
Wages of son, at 3*s.*	12	Flour consumed by his family per month, 1 bag, at	42
	56		
	42		
Surplus applicable to general expenditure	14		

In this case it will be seen that although 6*s.* were added to wages when flour was dear, 11*s.* had been added to the expenditure to purchase flour; and that when wages were high and flour high the surplus applicable to general purposes was only 9*s.* per month, whereas when wages were low and flour low the

surplus applicable to general purposes was 14*s*. When prices were still lower the difference in favour of the labourer remained.

June, 1841.

	s.	*d.*		*s.*	*d.*
Wages per week	11	0	Expenditure in flour by a labourer for himself, wife, and 4 children, per week, 3½ stone, at 2*s*. 4*d*.	8	2
	8	2			
Surplus	2	10, or 11*s*. 4*d*. per month.			

1835-6.

	s.	*d.*		*s.*	*d.*
Wages per week	9	0	Expenditure, 3½ stone of flour, at 1*s*. 6*d*.	5	3
	5	3			
Surplus	3	9, or 15*s*. per month.			

These inequalities, arising from the fact that variations in wages follow slowly variations in the price of food, are occasionally and usefully met by permitting the labourer to purchase his corn at the farm at a certain rate all the year round. Arrangements of this or of a similar kind in favour of the labourer, are apparently becoming more general, in proportion as the conviction increases that it is cheaper to maintain him in independence than to throw him upon the rates, and that one of the indispensable conditions towards his becoming an industrious, and trustworthy, and valuable servant is, that he should be adequately remunerated and considerately dealt with. Nevertheless, my inquiries led me to the conclusion, that in Norfolk, to a very large proportion of those labourers who have young families the value of the labour of their children is at the earliest age essential, under their imperfect management, to their maintaining by honest and independent means the standard of living from which they will not willingly descend. Many who could afford to dispense with this resource are too ignorant or indifferent to make the temporary sacrifice, and to set apart something more than the infant years of their children for their instruction at day-schools.

A multiplicity of examples might be adduced, demonstrating the wide extent of that domain of ignorance, and that unfortunately it is not confined to the labouring class alone. Its effects upon the latter manifest themselves in various forms. The teaching of the Sunday-school, until lately the chief instrument of instruction, and in many parishes still such, has not been of a kind to give them a knowledge of language, or to interest them in the services of the Church; consequently, after they have outgrown the period of compulsory attendance, they are seldom seen there, except, perhaps, after the lapse of years. In the mean time, if they attend any religious worship at all, it is probably that which corresponds most with their awakening but still humble capacities, and satisfies a desire to pour forth the excited religious

feelings in communion and sympathy with those around them. The Established clergy appear to be fully aware of the obstacles presented to them by this state of ignorance. Dissenting ministers, whose acquaintance with other rural populations was considerable, affirmed that in Norfolk their labours met with their chief obstruction from the dense ignorance of the people. I have permission to mention one occurrence, which would not be adverted to except for the purpose of more distinctly showing things as they are, and how readily the uninformed mind under the influence of religious excitement will run into any form of fanaticism. My informant, a dissenting minister, stated that in addressing a small congregation he was interrupted by a cry of "*Glory be to your name.*" He immediately repressed, the state of feeling of which this exclamation was the index, and endeavoured to explain that such a mode of address could be adopted only towards the Deity. The answer was, "*Then glory be to both of you.*" Shocking and painful as even the relation of this circumstance must be to any reflecting mind, and little as, in general, individual instances may prove, still, in relation to this subject, there is too much reason to believe that it is a characteristic fact, the suppression of which would therefore tend to disguise the truth. I found it to be within the experience of many individuals who had taken pains to ascertain the fact, that a large proportion of the young persons of both sexes, from 20 to 30 years of age, had not only forgotten the little they ever knew of reading and writing, but also much of whatever of scriptural or catechetical instruction they had once acquired. The results of my own personal inquiries correspond to a great extent with this information. Some appeared never to have learnt anything, and were in a state of ignorance, the extent of which it was painful to lay bare. That very few of the adults of either sex, from 20 to 50, could read or write, seemed to be generally acknowledged. Where the contrary is found in any parish, it results from fortunate circumstances, and may be considered exceptional. An opinion prevailed that those who remained of the preceding generation more commonly possessed those acquirements. A female has officiated as clerk in one parish for the last two years, none of the adult males being able to read. In another parish consisting of 400 persons the clergyman stated his belief that until two years ago, when his school was established, not an individual of the labouring class in the parish could read or write. An intelligent occupier of a large farm gave it as his opinion that in a population of 200, the present clerk of the parish is the only man in his sphere who could take the office. His labourers in general are very ignorant: some so much so that they cannot understand anything that is said to them, except what belongs to their labour and is expressed in their own way. His daughters bring some of the young people and a few adults together on Sunday afternoons, and talk to them, "and give them some notion that there is a Providence, and let them know something about our Lord, and

so endeavour to open their minds a little, for most of them knew nothing about either until his daughters began." The state of morals has already been adverted to: among adults crimes of violence and drunkenness may have declined; but juvenile depravity of all kinds had, according to universal testimony, greatly increased. A rudeness and discourtesy of manners, a want of respect towards superiors, and a spirit of disobedience, were said to have increased in a marked manner. That there should exist a due quantity of superstition and gross credulity might naturally be expected. Here a wizard terrifying his neighbours by the power of inflicting injuries by his charms; there supernatural appearances; in another neighbourhood a quack curing all diseases by his knowledge of the stars. In a considerable town on the coast, crowds very recently flocked to see, and paid for seeing, a "monster" composed of a large fish's tail and a parchment body, very obviously and very clumsily sewn together and stuffed; an exhibition still apparently as acceptable as it was to the easy belief of earlier times.

"What have we here? A strange fish? Were I in England now (as once I was), and had but this fish painted, not a holiday fool there but would give a piece of silver; there would this monster make a man; any strange beast there makes a man." (*Tempest, Act II. Scene 2.*)

The more ignorant the population the more immoveable they are found to be, and the more difficult to obtain their co-operation in any plans designed for the improvement of their circumstances, whether relating to the formation of clubs or benefit societies, or the encouragement of garden cultivation, or allotments, or the transferring them to more productive fields of industry. In one parish of 1000 inhabitants, a perverted process of reasoning has caused them to neglect the means of instruction gratuitously offered to them. About thirty years ago a sum of money was left to endow a school in which all the children of the parish might be taught to read, write, and cipher. At first all the children were sent, under an impression among the parents that it would be an effectual cure for all the difficulties of their condition, and immediately place them above the reach of poverty. In the mean time the population of the parish has greatly increased beyond the means of supporting in comfort either labourers, artisans, or small tradespeople, and without any efforts being yet made to relieve the pressure by a voluntary emigration of the surplus hands. The schoolmaster, a man of respectable abilities, but who nevertheless had confined his instruction to "the letter of the bond," stated that his school had considerably fallen off, and that the reason given by the majority of the parents for discontinuing to send the children was, that they had expected that "education" was to "make them better off than they were before;" that they found it had done them no good, that they were "worse off than they were before the money was left," and therefore that they should take no more trouble

about it. The numbers of the neighbouring parish which bordered on the sea had been kept down by the spirit of enterprise and spontaneous movement which their situation tended to avour.

But it is necessary that it should be said that this low standard of intellectual acquirement is not confined to the class of labourers alone. The number and variety of incidents related to me from personal knowledge in every part of Norfolk forbid a doubt that among the farmers and small tradesmen the spread of mental cultivation of any kind has hitherto made but very small progress. Persons well conversant with the class of occupiers stated to me that many were unable to keep any regular and systematic accounts. Others stated that they were acquainted with many farmers of considerable substance who could not write, and that many could not read. Numerous individual instances were communicated to me by persons whose position placed their testimony beyond suspicion. A farmer, who had been overseer and churchwarden, and who occupied 350 acres, denied at a public meeting that a certain expression was used in an Act of Parliament; when the words were pointed out to him, it became apparent that he was unable to read. At a recent Board of Guardians, one of the large occupiers of the neighbourhood signed his name A. B. Gardn. Of four trustees lately selected to execute a deed of trust for property of considerable value, three could only sign with a cross. An individual renting to the amount of 100*l.* a-year, and also engaged in a large business, was offered a situation of trust and emolument, but could not read or write well enough to enable him to undertake it. In two of the country towns, one containing 2000 the other 4000 inhabitants, it was stated to me as a matter of notoriety by individuals having ample means of knowing the fact, that several of the leading tradesmen, and many of the smaller, could not write, and could read only imperfectly. That in those towns and neighbourhoods all attempts to excite an interest in favour of establishing a library or giving lectures on instructive subjects, even on those most closely connected with agricultural affairs, should fail might readily be inferred.* In default of such public resources a gentleman residing near a large town has for the last ten years made it known to his neighbours that he is willing to lend any books from his private library for perusal. The only application for the loan of a book which he ever had was from a recruiting serjeant.

* Of the numerous individuals occupying farms, with whom I came into communication during my inquiries in Norfolk, I did not meet with one who had ever heard of the Museum of Economic Geology, established in 1838, in London, (Craig's Court, Charing Cross), under the direction of the Commissioners of Woods and Forests, with the express object of giving persons connected with land an opportunity of procuring the most accurate analyses of soils, and such scientific information as might throw light on the productive capabilities of land of different qualities. During the three years that the Museum has been in working condition its services have been in constant request for those purposes.

It might with equal certainty be anticipated that the support afforded to the elementary education of the labouring population, not in such localities alone, but throughout the country generally, would be feeble and inadequate. Cordial encouragement or pecuniary aid towards that object proceeding from the body of farmers was rare, whether in favour of the parochial schools, or of those few which in that county rest on the principle of the British and Foreign Society. And the gross proceeds of subscriptions in aid of the National Schools of the Diocese manifest, with sufficient clearness, that in other quarters the cause of the educational improvement of the agricultural labourer has not as yet created for itself an interest in proportion to the serious responsibilities which, in the altered condition of that class, may follow on protracted neglect.

Many parishes in succession, comprising extensive tracts of country, might be pointed out, in which the means of instruction, if they exist at all, are confined to the Sunday-school or the old unimproved day-school. The instances are few in which any advance has been made towards improved methods. Among those which—as they were situated in the line of my route—I was able by permission of the parochial minister to visit, I may specify the schools at Gorleston, on the borders of Suffolk, in the vicinity of Great Yarmouth, as presenting a few points for observation. These large and handsome national schools were, after much exertion, established by the present incumbent, in a reluctant though not a poor neighbourhood, which now however supplies to them a large and increasing attendance. The rules, to the strict adherence to which the clergyman attributes much of the success of the experiment, are so worded as to impress upon the parents a thankful sense of the advantages offered to themselves and their children by such an institution, The payments (2*s*. per quarter for one child) are made in advance; and double payment is required for those who do not reside in the parish. Those parents whose circumstances would enable them to pay more than the prescribed sum are invited to contribute an annual subscription. The doors are shut precisely at the hours named for assembling the schools; and no child then absent without leave is readmitted unless the parent within three days satisfactorily accounts for such absence. Every child is required to attend the parish church, with the exception of those whose parents "being members admitted into a dissenting body, shall have obtained leave from the officiating minister of the parish for their children to accompany them to their meeting-house, in which case a certificate of the regular attendance of such parents and their children at such Dissenters' meeting-house is required, and a printed form of certificate is provided for signature of their minister." The parents of the children who only attend the Sunday-school are invited to contribute a small sum weekly to a parochial clothing fund. Such intellectual progress as has been attained

has proceeded, to a great degree, from the zealous superintendence of the clergyman, who endeavours to make each step secure before he proceeds to another. The mode of reading was natural, and showed some intelligence. Grammar, geography, and a little general instruction had been commenced. The singing was pleasingly executed. In the infant-school there appeared an air of cheerfulness and confidence, to which the gymnastic apparatus, placed in an open shed in the playground, greatly contributed. Master, mistresses, and scholars were alike described as "learning together, and anxious to improve." Another class of schools consists of those which, in purely agricultural districts, are attended by children seldom above nine years old; into which, maps, the Scotch or Irish lesson-books, the black-board, instruction in singing, perhaps the mode of teaching by the gallery-lesson, have been introduced; but where the capacity or attainments of the master or mistress are not such as to have yet enabled them to use with effect the improved instruments placed in their hands. The best results that have yet attended these efforts flow manifestly from the vigilant superintendence and active teaching of the clergyman or other individuals whose presence, example, and instruction impart a tone and character, and exercise an influence which no other source can so well supply. In such schools the intellectual attainments were yet very indifferent; but it was evident that a process of religious and moral training was going on, most valuable in its effect on the character and manners of the children, and in creating a visible bond of attachment and good feeling among themselves and towards those around them. A third class is that of those monitorial schools in which the teaching is still confined to, or has very slightly advanced beyond, purely religious instruction; where the master receives little or no aid except from monitors, who leave the school at a very early age, and whose attendance is seldom continuous during the short time that their services are available in that capacity. If in those cases which were the subjects of a special examination and report, a remark was elicited upon the unsatisfactory state of the intellectual progress, the slight assistance derived from the monitors was referred to, as in a great measure accounting for it. I had an opportunity of seeing a few of those schools still conducted on the old plan of the common day-school, or on one slightly removed from it, in which, as the children attending were few, and not beyond the power of careful personal superintendence on the part of the master, the little that was attempted appeared to be taught with effect. The most imperfect specimen of the parochial schools were those intrusted to mistresses, who taught little more than reading, writing, and sewing, and whose acquirements were in proportion to the very moderate salaries with which they were remunerated. In such cases the best result which could be anticipated is that arising from the moral influence exercised by the mistress, and the occasional and salutary supervision of the

individuals of local weight and authority who promote the school.

Partial and inadequate as the steps yet taken have been to carry forward to any useful result the education of the labouring classes in this county, it is nevertheless impossible to witness the evidences of an awakening interest on that subject without some feelings of gratification. The question was one which seemed to be engaging attention, though comparatively little had yet been done. Diocesan Boards of Inspection were labouring to point out the present state of education and to improve it. Meetings were here and there in contemplation. Buildings had been in some few places erected at a considerable cost, others of a humbler kind; and if, when these have been provided and the requisite apparatus procured, a master or mistress is selected, incapable of the charge imposed upon them, it seems to result in most cases not so much from a disinclination to require a higher standard of proficiency, as from the absence of a due appreciation of the qualities which alone can form an effective teacher. One or two months' observation of the methods pursued at a training establishment is thought, if not sufficient, at least all that is attainable, to prepare a master or mistress for the management of a school. A retired gardener or a steady female domestic may be considered capable of acquiring the art of teaching by the perusal of a few elementary books on the subject, and this subject one entirely foreign to their previous habits and thoughts, and of which no books can enable them to realize a just idea. Mistakes such as these extend their pernicious consequences over many years. The difficulty of replacing the individual in his proper sphere is generally found to outweigh any sympathy for the interests of the numerous children that, during a long period, must pass through such hands, sorely ill-fashioned, or totally unformed.

Many defects in the mode of doing what was professed to be done were to a greater or less extent apparent in all the schools which I had an opportunity of seeing in action in the course of this tour. Where the simultaneous method was attempted, no correct notion of it had been acquired: either the lesson did not constitute a well-selected and distinct portion of an entire subject, or it was not given in such a manner as to carry along with it the attention and the interest of the children. Rapid and varied questioning, such as would keep the faculties of the whole class on the alert, was not within the capacity of the teachers; neither was the ellipsis used in such a manner as to be a valuable lesson on language, by creating a sense of the want of the expression before the right one was supplied. Where the simplest and most solemn words alone are left out to be added by the children, it degenerates into a mischievous formality. The lessons, whether oral or by reading, were seldom adequately tested either by subsequent examination or by writing; and the guessing answers to the simplest questions, or the silence, showed that the teaching,

however given, had had little effect on the intelligence. In the monitorial schools in which I had an opportunity of witnessing the mode of instruction, the monitors, if they questioned at all, made use of part of the words of the sentence, the remaining words, involving the answer, being repeated by rote by the class. I found in no case that a monitor was capable of eliciting further explanation, or of giving it when asked. Their ages ranged from 12 to 13; and although the irregularity of their attendance may to some extent account for their deficiency, it may also be sought for in the part they take in teaching to the younger children long rows of unconnected and often difficult words, to which neither they nor their master seek to attach a meaning. A habit of imperfect association is thus early formed, which leads them to rest contented with mastering the symbol and expressing the sound, without any accompanying effort to reach the sense. There were also frequently observed in the masters the harsh and noisy manner, a deficiency of attention to the lower classes, no successful endeavour, in the mode of reading, to bring down the loud rustic chant to the easy and natural tone. The inaccurate answers of by far the largest number of the most advanced children at these schools, when tested on the subject of their scriptural or catechetical instruction, showed that the reading and repetition had been but slightly accompanied by the understanding. Very little of general instruction had been attempted, except geography, which had not in any instance advanced beyond the general outlines; in many cases the maps hung upon the walls, and the books of more general information were in the hands of the master or mistress, with little other effect hitherto than to point to endeavours yet to be made to turn them to account.

Particular illustrations might be taken from almost every school which I inspected, or visited with those interested in it. In one, 20 boys, who had been two years at the school, could not read words of four letters correctly; they ran one verse into the other, disregarding stops, and without the smallest approach to an attempt to understand the meaning. In a second, 30 boys, who had been from eighteen months to two years at the school, and were nearly old enough to be taken away to work, could not read a verse in the New Testament without hesitation and mistakes. In a third, 15 boys from 10 to 12 years of age, in the first class, read with a boldness and fluency which seemed to impose on the master, who allowed them to pass over connecting words, signs of tenses, and smaller obstacles, in their progress to the longer words, which he always repeated after them, sometimes before. When examined in Scripture history, only one boy could answer any one question, and his knowledge did not enable him to say who led the children of Israel into the promised land. None of them knew the meaning of the words Bible, Genesis, Exodus, although the clergyman, who was present, and put the questions to them, stated that they had often been told. They did not know what county

joined their own, nor the direction of London, nor in what quarter the sun was in the middle of the day; nor the direction of east, west, north and south. These were boys just about to leave school, and who will be said to have "received their education" at a school supported at some expense by a large resident landowner. In a fourth, the mistress confessed she "could not teach much figures;" and in speaking, she made frequent faults in grammar. She was the mistress of a handsome school-house, built by a neighbouring proprietor. In a fifth, a girl of 11 years old could not repeat the Lord's Prayer, and the answers of all the elder to the questions put to them at my request by the mistress and monitors, were as far from correct as if they had been read at hazard from an index. The state of proficiency in the adjoining boys' school was also very low; and in both instances the excuse given was, that the monitors did not remain long enough to be of any effectual assistance. These five cases embody characteristics that I found very common in the rest, with but few exceptions; and I am sorry to have to observe that in many, where the intellectual state of master or mistress and pupils was the worst, the anxiety was the greatest to procure in the "Visitors' Book" some testimony as to the state of the school. Whenever I found any opinion expressed there, it was generally in praise of what had been exhibited. These were pointed to as satisfactory testimonials, and no doubt seemed thenceforward to rest on the mind of the teacher as to the efficiency of the plan he pursued and its result. These opinions are often expressed after a very cursory examination; frequently after such an one only as the master may find convenient to display. Where the individual pronouncing the favourable opinion is known, and his opinion is of weight, it is pointed to as long as the school exists. If he is unknown, and his competency to form a correct judgment may admit of a question, the master seems to think himself entitled to the benefit of the doubt. The "Visitors' Book" is at the proper times produced to the trustees, or the persons who chiefly support the school, and appears to be admitted by them as the voucher for the care and attention of the master during their absence; more probably as a dispensation from all personal superintendence and inquiry, except at formal and periodical visits. Hence an anxiety to "show off" on the appearance of every stranger, of which the following may be cited as an example. At a girl's school of about 100 children, the twenty eldest were ranged in a square, and the monitor, a girl about 15 years old, was ordered by the mistress to examine them. She stood boldly forth, and immediately in a loud and commanding tone asked "Who told a lie on Joseph?" The answers, from those who did answer, corresponded in boldness, "Moses:"—"Pharaoh." The "Visitors' Book" was duly produced at the close of the exhibition.

My opinion was frequently asked, by persons who most lamented the present backward state of elementary education in the county,

as to the practicability of improving it, the pecuniary difficulties which stood in the way being kept in mind. These difficulties are unquestionably great in the localities where the landowner is not resident; a condition which must be the rule in a county where the property is chiefly held in large masses. In contributing to these objects, the farmer or large occupier is rarely found to supply the place of the landlord. The difficulties are also great in those cases, very common in Norfolk, where several very small parishes adjoin each other; each desirous of having its own school, and consequently being able to furnish only a very small stipend to the master or mistress, whose qualifications will therefore be of an inferior kind. I found in one instance that the first-named difficulty had been met by the clergyman, to whom I am indebted for the following statement, having induced most of the occupiers in his parish to subscribe to the Parochial School in the form of a voluntary assessment, the sum being in proportion to the amount of their holdings. The parish contains, according to the census of this year, 488 persons. The number of acres is 2600. The occupiers are 10, of whom seven have assessed themselves for the school. Their farms are from 80 to 330 acres. There are 68 children at the school; of whom eight are the children of occupiers, and nine of tradesmen, making together one-fourth of the whole number. Of the landowners seven are resident, and are annual subscribers; eight non-resident, and are not annual subscribers. The fact of eight children of farmers being sent to the school is in all respects a valuable result. If the subscriptions are such as to have aided in producing, with the superintendence of the clergyman, such a school as obtains the confidence of all classes, something more has been effected than simply to raise the first steps of elementary instruction. Where the difficulty of improving the Parochial School arises from several small adjoining parishes having each its own school, attended by 30 or 40 children, and where accordingly it is impossible to obtain funds for the support of a properly qualified master for each, it would in many be practicable to procure the services of such a person to superintend three such schools, giving to each two days in the week. An adequate salary, which could not be raised in one parish, would be comparatively light when distributed over three. The present masters or mistresses would be retained. They would be improved in efficiency by the example of the properly trained teacher, who would impart an influence to the mode of instruction and conduct of the school which would be continued during the days of his absence. He would take part in the Sunday-school instruction; and for that purpose would devote the third division of his six days of labour, the Friday and Sunday, to each school in its turn. This arrangement would also be applicable to a scattered population, when the distance to one large central school would be such as to exclude the younger children. In two parishes near each other the co-operation of the farmers had manifested

itself in an agreement not to employ any child under 12 years old. In one of these parishes the population was 247; the children between 4 and 12 were 60: of these all were present at the school but two, and those were accounted for. In the other parish all the children between those ages were present. In another instance the chief occupier in a parish provided a school for instruction in reading, writing, and ciphering, and encouraged his labourers and others to send their children. The school was well attended. He subsequently ascertained that those who had left the school, and had been at regular work for a few years, had forgotten all they had learnt. He then caused an evening-school to be opened. It was attended by 20 of the previous pupils, and by eight adults. He has recently learnt from their own confession that they had again lost the power of reading with facility, in consequence of their not having access to books in which they might be tempted to seek amusement and relaxation after their day's labour. He therefore now purposes to re-open the evening-school gratuitously, and to provide it with appropriate books, maps, and other instructive objects, in the hope that by giving them this opportunity of finding in the winter's evening warmth, light, and rational resources (the want of which in their own cottages so often drives them to the public house or the blacksmith's shop), he may in some degree contribute to their improvement. Where the pecuniary difficulty arises from the scantiness of the weekly wages of the labourer unassisted by the produce of a garden of adequate size, or by opportunities of doing task-work, and where consequently the temptation is great to send his children as soon as possible to field labour, the remedy can only be furnished by the employer. The allotment system in aid of the weekly earnings had been introduced into some parishes, and was said to be working favourably. The allotments were seldom more than a quarter of an acre, which was considered to be as much as a man and his family could manage by their own labour after the regular hours of work. It was not, however, doubted that as much as an acre, exclusive of his cottage-garden, might be held by a cottager with benefit to himself and his family, and without detriment to his employer, provided he was placed under an engagement to do part of the work with hired labour. When the allotment is restricted to a quarter of an acre, or a little more, he is rarely able to turn into money any part of its produce. An acre would enable him to realise a small sum annually. The acquisition of this sum would weaken the temptation to make a profit by the labour of his youngest children, would permit him to meet the cost of keeping them longer at school, and would, in raising the standard of comfort for the whole family, render them more cautious of falling into imprudent habits, and exposing themselves to the risk of descending in the scale of society. That a skilful and intelligent labourer could make a satisfactory profit from an acre cannot admit of dispute. If given to the most trustworthy as a reward

for good character, it would act usefully as a stimulus to the rest. It would be given only during good conduct, and to no more adults than the farm would habitually employ; consequently there would be no danger of attaching to the soil an undue number of small tenants. Possessing this resource, the labourer would no longer feel himself depressed to the lowest scale on which he can exist in independence; his anxieties for the well-being of his family would be diminished; his power of providing his cottage with what is essential to the comforts, conveniences, and decencies of life would be enlarged; his children would be better clothed and better instructed; he himself would be restored to the hope, which now seems to visit every other class of society around him except his own, of laying up something against the day of need; and one step would be taken towards re-uniting that social bond which the enclosure of common-lands and the prevalence of large farms have contributed so much to sever. The condition of the agricultural labourer appears to be attracting a closer attention; associations are numerous for "promoting and rewarding good conduct, and for the encouragement of industry and frugality." District provident societies have been formed, and receive liberal aid from honorary members, for "insuring relief during sickness, providing an endowment for children, and a payment at death." Measures are taken by individual employers for their encouragement. In one instance a form of agreement was shown to me, signed by every labourer on a large farm, and pledging him to subscribe to a benefit and a medical club. In another every labourer was obliged to undertake to send all his children to school until they could read and write to the satisfaction of the employer. In both these instances the ordinary rate of wages, and the opportunities of earning more by task-work, were such as to enable the labourer to comply with these regulations. But another difficulty, unconnected with the pecuniary considerations above named, is found to obstruct the success of the present efforts to increase and prolong the attendance of children at the elementary schools of the rural districts. The farmer complains that the boy who has, up to the age of 12 or 13, attended school regularly for six hours a-day, is not so strong and apt and useful at his labour as the boy who has been habituated to it from a much earlier age. The objection is probably in many cases perfectly legitimate, and arises from the very confined scope of the instruction given, and the almost total absence from it of everything having a practical reference to the exigences and employments of rural life. It is found that under proper management half the number of hours devoted to intellectual teaching can produce a development of mind and an amount of acquirement equal to all that can be demanded of the agricultural labourer, and far beyond what is now commonly attained by him; while appropriate industrial occupations, with which the rest of the time is engaged, train the hand and faculties to useful and skilful labour, cultivate habits of attention and

regularity, improve the physical strength, and better dispose the mind for a renewal of exertion, by preventing its being continued during school hours to the period of fatigue. The instances in which this system is more or less carried out are sufficiently well known. In the part of the country now under consideration it may be seen at work to a certain extent, in a day-school in Hoxne near Diss. It may be mentioned that the industrial work at Lady Byron's School at Ealing now includes, in addition to gardening, the management of pigs and of a cow, shoe-mending, basket-making, carpentering, bricklaying, painting and glazing. The numbers at that school are at present 60 day-scholars, and 43 boarders. The industrial occupations applicable to a day-school only would probably vary in the three last-mentioned particulars from that above cited, and would adapt themselves to the wants and circumstances of the locality.* The making of strong nets,

* The name of Pestalozzi is now so commonly and so exclusively associated with one of the valuable principles on which he insisted—that of making it a primary object of education to draw out and strengthen all the faculties, the physical as well as the intellectual and moral—that it appears to be overlooked that in enforcing this he was only reviving and giving a more extensive application to what had been the enlightened practice of former times, and the principle of all the most philosophical writers on the subject of education down to his own day.

The public and private education of Athens and Rome was eminently one designed to develop all the faculties—in the language of Milton, "to fit a man to perform justly, skilfully, and magnanimously, all the offices, both private and public, of peace and of war."

Fénélon was of opinion, that it was of the first consequence "that this should be well heeded. Let them be diligently informed and convinced of the advantage of moderate and *orderly* labour, and of the due bending and unbending of the faculties, both of body and mind, and instructed in the right use of proper exercises." Milton, in his "Letter on Education," embraces this principle. Locke insists on the physical part of education, as a matter of primary importance. After giving directions how to educate the child so as to "set the mind right," he recommends those exercises to be systematically practised that "unbend the thought and confirm the health and strength," and to that end he requires "manual arts" to be taught, "which are both got and exercised by labour," (*Locke's Works, vol.* 8, *p.* 195.) Dugald Stewart thus defines the essential objects of education (*Philosophy of the Human Mind, vol.* 1, *p.* 20):—"They are, first, to cultivate all the various principles of our nature, both speculative *and active*, in such a manner as to bring them to the greatest perfection of which they are susceptible; and secondly, by watching over the impressions and associations which the mind receives in early life, to secure it against the influence of prevailing errors; and, as far as possible, to engage its prepossessions on the side of truth." That the teacher may rightly fulfil his duty, in developing and improving the faculties, and in calling forth and regulating the affections of those committed to his charge, it is essential that he should have some acquaintance with the principles of the human mind. In general his utmost aim at present, corresponding with the extent of his capacity, is to lead the intellect through some of the lower processes of elementary teaching. Even this branch of duty opens to him a field of usefulness on which he is seldom prepared to enter. "To instruct youth in the languages and in the sciences is comparatively of little importance, if we are inattentive to the habits they acquire, and are not careful in giving to their different faculties, and all their different principles of action, a proper degree of employment. Abstracting entirely from the culture of their moral powers, how extensive and difficult is the business of conducting their intellectual improvement! To watch over the associations which they form in their tender years; to give them early habits of mental activity; to rouse their curiosity, and to direct it to proper objects; to exercise their ingenuity and invention; to cultivate in their minds a turn for speculation, and at the same time preserve their attention alive to the objects around them; to awaken their sensibilities to the beauties of nature, and to inspire them with a re-

now coming much into use on farms as a substitute for hurdles, might be practised in certain cases; an accurate account of all that was done would be kept, and a due proportion of the clear profits assigned to those boys who had been engaged in it. The garden-ground so cultivated would be found to return a full rent, and also a profit of several shillings a-year to each boy, according to the size of his allotment. It is reasonable to anticipate that parents, whose earnings were small, or families large, would more readily leave their children longer at school when they found that the time spent there was accompanied by some immediate pecuniary return. If the residence of the master, or master and mistress, were attached to the school, and the garden-ground were of a sufficient size to admit of a cow or pigs being kept, or both, a valuable opportunity would be afforded to the elder girls attending the school to receive instruction in domestic work and management. The training once so usefully afforded in the household of the small farmer, whether preparatory to domestic service, or to the duties of the cottager's wife, is now no longer to be obtained, and, if it is to be restored at all, can only be supplied by opportunities offered at the school. I found, in the instance of one girls' school, that the 30 eldest were so employed, in sections of five each, for a week at a time: thus giving nearly nine weeks' training to each in the course of a year. It may be deemed probable that a system of varied instruction for boys, such as that above indicated, would deprive the farmer of any legitimate ground of objection to the continuance at school, until the age of 12 or 13, of a child destined to agricultural employment, by supplying him with a more intelligent, a better conducted, and a more useful labourer. It has, in fact, already become a matter of experience that boys so trained are sought for by employers, and, by reason of their trust-worthiness and intelligence, obtain higher wages than those whose faculties have not been called forth and habits regulated by a judicious union of religious, moral, and general instruction, with well-devised and appropriate daily labour.

It is to be hoped that the time is not far distant when an enlargement of the scope of elementary instruction, so as to entitle it to the name of education, may be recommended, without a reference so immediate and primary to the question of pecuniary profit. There is a point of view from which the labourer's position may be regarded, and which causes the pecuniary question to fall back into its proper place. If it rests with any one as a duty to provide that the humbler classes around him should not be without such means of religious knowledge, in addition to the opportunities of the Sunday-school, as would impress upon the

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lish for intellectual enjoyment—these form but a part of the business of education; and yet the execution even of this part requires an acquaintance with the general principles of our nature which seldom falls to the share of those to whom the instruction of youth is commonly intrusted."—(*Philosophy of the Human Mind, vol.* 1, *p.* 24.)

hearts of the young a clear and definite understanding of the obligations of the Christian faith; if the responsibilities of those to whom much is entrusted extend to the taking care that the temptations to coarse, sensual, and debasing pleasures—the most attractive to the uninstructed and unrelieved mind of those devoted to daily toil—are not aided by the withholding of all other sources of relaxation; if the religious and moral character of those who are brought together, and who subsist by the possessions and capital of others, are a matter of concern to those whose land or capital is thus made productive; if duties and responsibilities of this nature are duly acknowledged, it may be expected that the pecuniary difficulties will be the last which will be found practically to stand in the way. The appeal is ready to those instances in which such duties are now, at whatever just cost, discharged. They are indeed few. But even on lower grounds—it is expedient that those who, from the redundancy of labour, or from an altered state of social relations, or from whatever other cause, find their condition uneasy, should not be left to take their first impressions of society and the world around them from chance, or from the mischievous teaching of those more discontented and as ignorant as themselves. It is desirable, as far as a sounder and better degree of information would give the cottager more power of self-regulation, more skill, and more foresight, to place in his own hands such means of improving his position. If the time is gone by in which it is possible to retain or safe to trust to that degree of virtue, contentment, and self-restraint which may co-exist with a deep ignorance of all those causes that have built up and that sustain the social fabric around us; if vice, improvidence, and suffering are in frequent, almost invariable, association with perverted knowledge and entire ignorance,—it is surely expedient to endeavour to break up such fellowship, and to substitute some more trustworthy guidance. But in addition to the branch of teaching, the most important of all, which alone can hope to reclaim man's nature; and in addition to that subsidiary instruction which may have utility for its primary object, why should not resources be opened from which the labouring man could derive a rational enjoyment? If the peasant of Scotland, after his day's toil, can "read the sacred page," (*Burns's Cotter's Saturday Night,*) he can also "tune his heart" to the songs, and recreate his mind with the history and literature, of his country. To the imperfectly instructed, more often totally ignorant, peasant of England, the Bible itself is but partially unsealed; the written language of his country conveys to him no clear and certain sense; the national events of the past speak very feebly to him, if at all, in the form either of history or tradition; the memorials of antiquity which meet his eye awaken but few associations; the beauty of ecclesiastical architecture, presented to him perhaps weekly, if not daily, produces no impression of elevating and refining pleasure; imagination and fancy

have no stores for him; nature and art equally veil from him their wonders and their beauties; the higher motives of action and higher sources of enjoyment are unrevealed and unintelligible to his apprehension; and, being accustomed for the most part to be dealt with in the spirit of mere monetary speculation, he feels it difficult to understand that men's actions towards him can be ruled by any other law. If, in those parts of the country to which this description may more particularly apply, there may be any serious wish to raise the standard of religion, morality, intelligence, and well-being among the labouring population—to take one step towards filling up the vast intervals by which the various orders of society are now separated—to make the honest tenant of a cottage in deed and in truth a partaker of those blessings and advantages which he may justly require at the hands of his country—many, and some the most valuable, of those "seeds of time" must be planted in the village-school, and receive their culture under a system which must contain in it something more of education than the mere name.

I have the honour to be,

Sir,

Your obedient servant,

(Signed) SEYMOUR TREMENHEERE.

To J. P. Kay, Esq., M.D.,
Secretary,
Committee of Council on Education,
Council Office, Whitehall.

CONVEYANCE.

[See generally, as to the Form, the 4th and 5th Vict. c. 38, § 10, which was perused by the late Lord Advocate of Scotland, and stated by him to be perfectly applicable to conveyances of schools in Scotland.]

FORM No. 1.

Conveyance of a Site or Buildings to Trustees for a National School.

I, A. B. of under the authority of an Act passed in the 5th year of the reign of Her Majesty Queen Victoria, entitled "An Act to afford further Facilities for the Conveyance and Endowment of Sites for Schools," do hereby [freely and voluntarily, and without valuable consideration], *or* in consideration of pounds to me paid, grant and convey unto C. D., E. F., and G. H., and their heirs, (*or* unto the rector, churchwardens, and overseers of the poor of the parish of and their successors,) all* (*which said premises are delineated in the map drawn in the margin hereof*);† together with all easements, appurtenances and hereditaments, corporeal and incorporeal, belonging thereto or connected therewith; and all my estate, right, title, and interest in or to the same premises; to hold the same unto and to the use of the said C. D., E. F., and G. H., their heirs and assigns; *or* (of the said rector, churchwardens, and overseers of the poor, and their successors,) for the purposes of the said Act; and upon trust, to permit the said premises, and all buildings thereon erected or to be erected, to be for ever hereafter appropriated and used as and for a school for the education of children and adults, or children only, of the labouring, manufacturing, and other poorer classes in the parish‡ of aforesaid [and as a residence for the schoolmaster], and for no other purpose; which said school shall always be conducted upon the principles of § the Incorporated National Society for promoting the Education of the Poor in the Principles of the Established Church [and shall be under the general management and control of the committee for the time being of the subscribers to the said school],‖ and shall be at all times open to the inspection of the Inspector or Inspectors for the time being, appointed or to be appointed in conformity with the Order in Council bearing date the 10th day of August, 1840.

And it is hereby further declared, that as often as any of the present or future trustees shall die, or go to reside beyond the seas, or desire to be discharged from, or decline or become incapable to act in the trusts hereby in them reposed, it shall be lawful for the [*then surviving or continuing trustees or trustee, or the executors or administrators of the last*

* Here insert a short, clear, verbal description of the property to be conveyed.

† The map is not absolutely necessary.

‡ Or *township* or *union* or other district, as the case may require.

§ Or *shall always be united to*, &c.

‖ Where the trustees themselves have the sole superintendence and control of the school, this clause will be omitted.

surviving or continuing trustee, or if there shall be no such surviving or continuing trustee, for the person so going to reside beyond the seas, or desiring to be discharged, or declining as aforesaid, his executors or administrators]* to appoint any other person or persons to be a trustee or trustees in the place of the trustee or trustees so dying, or going to reside beyond the seas, or desiring to be discharged, or declining or becoming incapable to act as aforesaid; and upon every such appointment, all the hereditaments subject to the trusts aforesaid shall be forthwith effectually vested by such assurances or other acts, as the circumstances of the case may render proper, in such new trustee or trustees, either solely or jointly with the surviving or continuing trustee or trustees, as occasion shall require, upon the trusts and with the provisions by and in these presents declared and contained concerning the said trust premises.†

And I do hereby, for myself, my heirs, executors, and administrators, covenant with the said C. D, E F., and G H., their heirs and assigns, *or* the said rector, churchwardens, and overseers, and their successors, that notwithstanding any act or default of me, or of any of my ancestors, I have good right to assure the said premises to the use of the said C. D, E F., and G. H, their heirs and assigns, *or* the said rector, churchwardens, and overseers, and their successors, in manner aforesaid; and that the said premises shall at all times hereafter be held and enjoyed upon the trusts and in manner aforesaid, without interruption from, and free from all incumbrances by me, or my heirs, or any person lawfully claiming under or in trust for me or them, or any of my ancestors; and that I and my heirs, and all persons claiming under or in trust for me or them, or any of my ancestors, shall, upon every request, and at the expense of the said C. D, E. F., and G. H, their heirs or assigns, *or* the said rector, churchwardens, and overseers, and their successors, make and perfect all such further assurances of the said premises as may be required by them for conveying the same to the use of the said C. D, E F., and G H, their heirs and assigns, or the said rector, churchwardens, and overseers, and their successors, in manner aforesaid.

In witness, &c.

This deed must be enrolled in Chancery under the Mortmain Acts.

FORM No. 2.

Conveyance of a Site or Buildings to Trustees for a School on the Plan of the British and Foreign School Society.

I, A. B. under the authority of an Act passed in the 5th year of the reign of Her Majesty Queen Victoria, entitled "An Act to afford further Facilities for the Conveyance and Endowment of Sites for Schools," do hereby [freely and voluntarily, and without valuable consideration] *or* in consideration of £ pounds to me paid, grant and convey unto C. D., E. F., and G. H., and their heirs, (*or* unto the rector, churchwardens, and overseers of the poor of the said parish of and their successors,)

* Or, *minister for the time being of the parish* [as may be thought best].

† This clause will be omitted where the land is conveyed to the rector, churchwardens, and overseers.

all * (*which said premises are delineated in the map drawn in the margin hereof*);† together with all easements, appurtenances and hereditaments, corporeal and incorporeal, belonging thereto or connected therewith; and all my estate, right, title and interest in or to the same premises; to hold all the said premises unto and to the use of the said C. D., E. F., and G. H., and their heirs and assigns, (*or* of the said rector, churchwardens, and overseers of the poor, and their successors) for ever; for the purposes of the said Act, and upon trust to permit the said premises and all buildings thereon erected, or to be erected, to be for ever hereafter appropriated and used as and for a school for the education of children and adults, or children only, of the labouring, manufacturing and other poorer classes in the parish‡ of aforesaid [and as a residence for the schoolmaster], and for no other purpose, which said school shall always be conducted upon the principles of the British and Foreign School Society established in London [and shall be under the general management and control of the committee for the time being of the subscribers to the said school],§ and shall be at all times open to the inspection of the Inspector or Inspectors for the time being, appointed or to be appointed by her Majesty or her successors.

Provision for the Appointment of fresh Trustees, and Covenants for Title as in the last Form.

In witness, &c.

This deed must be enrolled in Chancery under the Mortmain Acts.

FORM No. 3.

Conveyance of a Site or Buildings to Trustees for a Parish School, not being in connexion with the National Society or the British Foreign School Society.

I, A. B. of under the authority of an Act passed in the 5th year of the reign of Her Majesty Queen Victoria, entitled "An Act to afford further Facilities for the Conveyance and Endowment of Site for Schools," do hereby [freely and voluntarily, and without valuable consideration], *or* in consideration of pounds to me paid, grant and convey unto the said C. D., E. F., and G. H., and their heirs, (*or* the rector, churchwardens, and overseers of the poor of the said parish of and their successors,) all ‖ (*which said premises are delineated in the map drawn in the margin hereof*);¶ together with all easements, appurtenances, and hereditaments, corporeal and incorporeal, belonging thereto, or connected therewith; and all my estate, right, title, and interest in or to the same premises; to hold the said premises

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* Here insert a short, clear, verbal description of the property to be conveyed.

† The map is not absolutely necessary.

‡ Or *township* or *union* or other district, as the case may require.

§ Where the trustees themselves have the sole superintendence and control of the school, this clause will be omitted.

‖ Here insert a short, clear, verbal description of the property to be conveyed.

¶ The map is not absolutely necessary.

unto and to the use of the said C. D., E. F., and G. H., their heirs and assigns; (*or* of the said rector, churchwardens, and overseers of the poor, and their successors,) for the purposes of the said Act, and upon trust, to permit the said premises, and all buildings thereon erected or to be erected, to be for ever hereafter appropriated and used as and for a school for the education of children and adults, or children only, of the labouring, manufacturing, and other poorer classes in the parish* of aforesaid [and as a residence for the schoolmaster], and for no other purpose; the said school to be under the general management and control of the inhabitants of the said parish in vestry assembled, or of a committee to be appointed by them, and to be at all times open to the inspection of the Inspector or. Inspectors for the time being, appointed or to be appointed in conformity with the Order in Council bearing date the 10th day of August, 1840; and it is hereby declared that the instruction at the said school shall comprise at least the following branches of school learning: namely, reading, writing, arithmetic, geography, scripture history, and (in the case of girls) needlework; and it is hereby further declared, that it shall be a fundamental regulation and practice of the said school that the Bible be daily read therein by the children, and that instruction in the Church Catechism and in the doctrines and principles of the Church of England shall at suitable times, viz. at least in every week, be regularly given to all the children in the said school whose parents or guardians shall not on religious grounds object thereto, such religious instructions to be under the superintendence and direction of the minister for the time being of the parish: Provided always, that no child shall be required to receive or be present at such religious instruction whose parent or guardian shall object thereto on religious grounds, and that no child shall in any case be required to learn any catechism or other religious formulary, or to attend any Sunday-school or place of worship to which respectively his or her parent or guardian shall, on religious grounds, object, but the selection of such Sunday-school and place of worship shall in all cases be left to the free choice of such parent or guardian, without the child's thereby incurring any loss of the benefits or privileges of the school, the trusts whereof are hereby declared.

Provision for the Appointment of fresh Trustees and Covenants for Title as in Form 1.

In witness, &c.

This deed must be enrolled in Chancery under the Mortmain Acts.

FORM No. 4.

Conveyance of a Site or Buildings to Trustees for a Church of England School, not being a Parish School, nor in connexion with the National or British and Foreign School Society.

I, A. B. of under the authority of an Act passed in the 5th year of the reign of Her Majesty Queen Victoria, entitled "An Act to afford further Facilities for the Conveyance and Endowment of Sites for Schools," do hereby [freely and voluntarily, and without valuable con-

* Or *township* or *union* or other district, as the case may require.

sideration,] *or* in consideration of pounds to me paid, grant, and convey unto C. D., E. F., and G. H., and their heirs, (*or* the rector, churchwardens, and overseers of the poor of the parish of and their successors) all* (*which said premises are delineated in the map drawn in the margin hereof*);† together with all casements, appurtenances, and hereditaments, corporeal and incorporeal, belonging thereto or connected therewith; and all my estate, right, title, and interest in or to the same premises; to hold all the said premises unto and to the use of the said C. D., E. F., and G. H., their heirs and assigns, (*or* of the said rector, churchwardens, and overseers of the poor, and their successors,) for the purposes of the said Act; and upon trust, to permit the said premises, and all buildings thereon erected or to be erected, to be for ever hereafter appropriated and used as and for a school for the education of children and adults, or children only, of the labouring, manufacturing, and other poorer classes in the parish‡ of aforesaid [and as a residence for the schoolmaster], and for no other purpose whatever, which said school [shall be under the general management and control of the committee for the time being of the subscribers to the said school, and]§ shall be at all times open to the inspection of the Inspector or Inspectors for the time being, appointed or to be appointed in pursuance of the order in council bearing date the 10th day of August, 1840; and it is hereby declared, that the instruction at the said school shall comprise the following branches of school learning: namely, reading, writing, arithmetic, geography, scripture history, and (in the case of girls) needlework; and it is hereby further declared, that it shall be a fundamental regulation and practice of the said school that the Bible be daily read therein by the children, and that instruction in the Church Catechism and in the doctrines and principles of the Church of England shall at suitable times, at least in every week, be regularly given to all the children in the said school whose parents or guardians shall not on religious grounds object thereto, such religious instruction to be under the superintendence and direction of the minister for the time being of the parish: Provided always, that no child shall be required to receive or be present at such religious instruction whose parent or guardian shall object thereto on religious grounds, and that no child shall in any case be required to learn any catechism or other religious formulary, or to attend any Sunday-school or place of worship to which respectively his or her parent or guardian shall on religious grounds object, but the selection of such Sunday-school and place of worship shall in all cases be left to the free choice of such parent or guardian, without the child's thereby incurring any loss of the benefits or privileges of the school, the trusts whereof are hereby declared.

Provision for the Appointment of fresh Trustees and Covenants for Title as in Form 1.

In witness, &c.

This deed must be enrolled in Chancery under the Mortmain Acts.

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* Here insert a short, clear, verbal description of the property to be conveyed.

† The map is not absolutely necessary.

‡ Or *township* or *union* or other district, as the case may require.

§ Where the trustees themselves have the sole superintendence and control of the school, this clause will be omitted. If it is to be under the superintendence and control of "*the minister of the parish*," he will be substituted for the *committee*.

FORM No. 5.

Conveyance of a Site or Buildings to Trustees for a School, not being a Parish School, nor in connexion with the National or British and Foreign School Society.

I, A. B. of under the authority of an Act passed in the 5th year of the reign of Her Majesty Queen Victoria, entitled "An Act to afford further Facilities for the Conveyance and Endowment of Sites for Schools," do hereby [freely and voluntarily, and without valuable consideration,] *or* in consideration of pounds to me paid, grant and convey unto C. D., E. F., and G. H., and their heirs, (*or* the rector, churchwardens, and overseers of the poor of the said parish of and their successors,) all* (*which said premises are delineated in the map drawn in the margin hereof*) † together with all easements, appurtenances, and hereditaments, corporeal and incorporeal, belonging thereto or connected therewith; and all my estate, right, title, and interest in or to the said premises; to hold all the said premises unto and to the use of the said C. D., E. F., and G. H., their heirs and assigns, (*or* of the said rector, churchwardens, and overseers of the poor, and their successors,) for the purposes of the said Act; and upon trust, to permit the said premises, and all buildings thereon erected or to be erected, to be for ever hereafter appropriated and used as and for a school for the education of children and adults, or children only, of the labouring, manufacturing, and other poorer classes in the parish ‡ of aforesaid [and as a residence for the schoolmaster, and for no other purpose whatever,] the said school to be [under the general management and control of the committee for the time being of the subscribers to the said school, and to be]§ at all times open to the inspection of any Inspector or Inspectors for the time being appointed or to be appointed by her Majesty or her successors; and it is hereby declared, that the instruction at the said school shall comprise at least the following branches of school learning: namely, reading, writing, arithmetic, geography, scripture history, and (in the case of girls) needlework; and it is hereby further declared, that it shall be a fundamental regulation and practice of the said school that the Bible be daily read therein by the children; and that no child shall be required to learn any catechism or other religious formulary, or to attend any Sunday-school or place of worship to which respectively his or her parent or guardian shall on religious grounds object, but the selection of such Sunday-school and place of worship shall in all cases be left to the free choice of such parent or guardian, without the child's thereby incurring any loss of the benefits and privileges of the school, the trusts whereof are hereby declared.

Provision for the Appointment of fresh Trustees and Covenants for Title as in Form 1.

In witness, &c.

This deed must be enrolled in Chancery under the Mortmain Acts.

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* Here insert a short, clear, verbal description of the property to be conveyed.

† The map is not absolutely necessary.

‡ Or *township* or *union* or other district, as the case may require.

§ Where the trustees themselves have the sole superintendence and control of the school, this clause will of course be omitted.

FORM No. 6.

Conveyance of a Site or Buildings by a Spiritual Corporation Sole, with the consent of the Bishop, for a National School.

I, the Rev. A. B., clerk, *rector** of the parish of with the consent of the Right Reverend, &c., Lord Bishop of within whose diocese the said parish is situate, testified by his executing this deed, under the authority of an Act passed in the 5th year of the reign of Queen Victoria, entitled "an Act to afford further Facilities for the Conveyance and Endowment of Sites for Schools," do hereby freely and voluntarily and without any valuable consideration (*or* in consideration of Pounds to me paid), grant and convey unto the Minister, Churchwardens, and Overseers of the poor of the said parish and their successors, all † (*which said premises are delineated in the map drawn in the margin hereof*); together with all easements, appurtenances and hereditaments, corporeal and incorporeal, belonging thereto or connected therewith; and the reversion and reversions, remainder and remainders, rents and profits of the said premises; and all my estate, right, title and interest in or to the same premises; to hold the same unto and to the use of the said Minister, Churchwardens, and Overseers and their successors for ever, for the purposes of the said Act, and upon trust, to permit the said premises, and all buildings thereon erected, or to be erected, to be for ever hereafter appropriated and used as and for a school for the education of poor children in the parish ‡ of aforesaid, [and as a residence for the schoolmaster and for no other purpose], which said school shall always be conducted upon the principles of § the Incorporated National Society for promoting the Education of the Poor in the Principles of the Established Church [and shall be under the general management and control of the committee for the time being of the subscribers to the said school].‖ and shall be at all times open to the inspection of the Inspector or Inspectors appointed or to be appointed in conformity with Her Majesty's Order in Council, bearing date the 10th day of August, 1840.

In witness whereof the said Right Rev. Lord Bishop hath hereunto set his episcopal seal, and the conveying and other parties have hereunto set their hands and seals, this day of

This deed must be enrolled in Chancery under the Mortmain Acts.

The following certificate must be indorsed.

We, A. B., clerk, rector of the parish of , C. D., clerk, rector of the parish of , and E. F., clerk, vicar of the parish of , being three beneficed clergymen of the diocese of , do hereby certify that clerk, rector of

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* Or *vicar*, &c. (as the case may be).

† Here insert a short, clear, verbal description of the property to be conveyed.

‡ Or *township* or *union* or other districts, as the case may require.

§ Or *shall always be united to*, &c.

‖ Where the trustees themselves have the sole superintendance and control of the school, this clause will be omitted.

of the parish of , within the said diocese, being about to convey a portion of land situate in the parish of , for the purpose of a school, under the powers of an Act passed in the 5th year of the reign of her Majesty Queen Victoria, entitled "*An Act to afford further Facilities for the Conveyance and Endowment of Sites for Schools*," we have, at his request, inspected and examined the portion of land, and have ascertained that the same is situate at (*here describe the situation*), and that the extent thereof does not exceed acre.

As witness our hands, this day of at in the county of and diocese of

Witness of

FORM No. 7.

Conveyance of a Site or Buildings by a Spiritual Corporation Sole, with the consent of the Bishop, to Trustees for a National School.

I, the Rev. A. B., clerk, *rector** of the parish of of the first part; under the authority of an Act passed in the 5th year of the reign of Queen Victoria, entitled "An Act to afford further Facilities for the Conveyance and Endowment of Sites for Schools," do hereby freely and voluntarily and without any valuable consideration (*or* in consideration of pounds to me paid), with the consent of the Right Rev. Lord Bishop of within which diocese the said parish is situate, testified by his executing this deed, do grant and convey unto C. D., E. F. and G. H., being trustees nominated in writing by the said Bishop, and their heirs, all † (*which said premises are delineated in the map drawn in the margin hereof*); together with all easements, appurtenances and hereditaments, corporeal and incorporeal, belonging thereto or connected therewith; and the reversion and reversions, remainder and remainders, rents and profits of the said premises; and all my estate, right, title and interest in or to the same premises: to hold all the said premises unto and to the use of the said C. D., E. F. and G. H., their heirs and assigns for ever, for the purposes of the said Act, and upon trust, to permit the said premises, and all buildings thereon erected or to be erected, to be for ever hereafter appropriated and used as and for a school for the education of poor children in the parish of ‡ aforesaid [and as a residence for the schoolmaster, and for no other purpose whatever] the said school to be conducted upon the principles of the Incorporated National Society for promoting the education of the poor in the principles of the Established Church, and to be at all times open to the inspection of the Inspector or Inspectors appointed, or to be appointed in conformity with Her Majesty's Order in Council bearing date the 10th day of August, 1840; and it is hereby declared, that the instruction at the said school shall comprise at least the following branches of school learning; namely, reading, writing, arithmetic, geography, scripture history, and (in the case of girls) needlework; and it is hereby further declared, that it shall be a fundamental regulation and practice of the said school that the Bible be daily read therein by the children; and that all the children in the said school shall be educated there in the principles of the Christian reli-

* Or *vicar*, &c. (as the case may be).

† Here insert a short, clear, verbal description of the property to be conveyed.

‡ Or *township* or *union* or other district, as the case may require.

gion, according to the doctrines and discipline of the United Church of England and Ireland, such education to be under the superintendence and direction of the *rector* for the time being of the said parish.

And it is hereby further declared, that as often as any of the present or future trustees shall die, or go to reside beyond the seas, or desire to be discharged from, or decline or become incapable to act in the trusts hereby in them reposed, it shall be lawful for the [*then surviving or continuing trustees or trustee, or the executors or administrators of the last surviving or continuing trustee, or if there shall be no such surviving or continuing trustee, for the person so going to reside beyond the seas, or desiring to be discharged, or declining as aforesaid, his executors or administrators*] to appoint, with the consent of the Lord Bishop of the said diocese for the time being, any other person or persons to be a trustee or trustees in the place of the trustee or trustees so dying, or going to reside beyond the seas, or desiring to be discharged, or declining or becoming incapable to act as aforesaid; and upon every such appointment, all the hereditaments then subject to the trusts aforesaid shall be forthwith effectually vested by such assurances or other acts, as the circumstances of the case may render proper, in such new trustee or trustees, either solely or jointly with the surviving or continuing trustee or trustees, as occasion shall require, upon the trusts and with the provisions by and in these presents declared and contained concerning the said trust premises. [*Covenants for Title as in the Form No.* 1.]

In witness whereof the said Right Reverend Lord Bishop hath hereunto set his episcopal seal, and the conveying and other parties have hereunto set their hands and seals, this day of

To be enrolled and endorsed as in the last Form.

FORM No. 8.

Conveyance of a Site or Buildings by a Spiritual Corporation Sole, with the consent of the Bishop, to Trustees for a Parish School. As in Form No. 6, but the Trust to be as follows:—

Upon trust to permit the said premises and all buildings thereon erected, or to be erected, to be for ever hereafter appropriated and used as and for a school for the education of poor children in the parish aforesaid [and as a residence for the schoolmaster], the said school to be under the general management and control of the inhabitants of the said parish in vestry assembled, or of a committee to be appointed by them, and to be at all times open to the inspection of the Inspector or Inspectors appointed, or to be appointed in conformity with Her Majesty's Order in Council bearing date the 10th day of August, 1840; and it is hereby declared, that the instruction at the said school shall comprise at least the following branches of school learning: namely, reading, writing, arithmetic, geography, scripture history, and (in the case of girls) needlework; and it is hereby further declared, that it shall be a fundamental regulation and practice of the said school that the Bible be daily read therein by the children; and that all the children in the said school shall be educated there in the principles of the Christian religion, according to the doctrines and discipline of the United Church of England and Ireland, such education to be under the superintendence and direction of the *rector* for the time being of the said parish.

SPECIFICATION of WORKS to be performed in erecting a SCHOOL-HOUSE at in reference to the accompanying Drawings.

SCHOOL-HOUSE.

EXCAVATOR.

Dig out for the foundations of all the walls, for the cesspools and drains, and wherever else required for the full performance of these works. Where the soil is of a sound and uniform nature, the trenches for foundations, &c., are to be cleanly cut at the required level, and the level is not to be formed by replacing earth where it has been cut out. If in any place, and wheresoever the earth be defective, loose, or in any way unsound, such earth is to be removed to the requisite depth, and the level is to be formed by filling in and well ramming earth of the same kind and quality as that which forms the bottom of the other parts.

Dig out to the depth of 8 inches from the underside of floor joists the whole area within the walls of the intended School-House, and leave the same at a perfect level.

Provide and convey to the site, and fill in so much good sound earth or brick or other rubbish of the nature required by the as may be necessary to bring up the surfaces of the ground of the yards, gardens, fore-court, to the required levels or inclines, and form the same levels and inclines.

Fill up or turn or dig anew for ditches, drains, cesspools, as may be directed.

Remove and cast away from time to time and at the completion of the works all superfluous earth, building rubbish, and building materials.

*Concrete.**—Form for all foundations of walls, beds of concrete; those for the walls of the School-house inches thick, and spreading inches on each side beyond the lowest course of footings; those for inches thick, and spreading inches on each side beyond the lowest course of footings.

The concrete to consist of clean sharp gravel or fine sharp broken stones and hydraulic stone-lime in the proportion of 1 to 7, mixed with water and thrown from stages 10 feet above the bottom of the foundations.

BRICKLAYER.

Bricks.—The whole of the bricks used in the building to be new, good, sound, hard, and well burnt; those which are not otherwise described are to be

Mortar.—The mortar to be carefully compounded of Dorking, Merstham, stone lime, and clean sharp sand, in the proportion of one-third lime to two-thirds sand; the lime to be fresh and to be carefully kept from exposure until required for use.

Cement.—The cement to be

Walls.—Carry up the footings for the external walls in courses: the first course being laid feet below the level of the adjacent external ground in bricks regularly diminishing to the thickness of the walls which are to be carried up in bricks to ; the gables are to be carried up in brick.

* If requisite.

Dwarf Walls.—Build the dwarf walls of the ground floor with footings, the lowest in bricks, regularly diminishing in three courses to bricks, of which thickness these walls are to be carried up courses to receive sleepers.

*Partitions.**—Form the internal partitions of brick-flat nogging.

Fender and Walls.—Build, in half brick, fender walls for hearths of ground story with brick footings.

Trimmers to Hearths.—Turn trimmers in half brick to hearths of other stories, to be 12 inches longer than the openings.

Foundations to Steps.—Carry up foundations for steps.

Fire and Air Flues.—Carry up the fire flues if 9 inches × 4½ inches in the clear; the air flues in 4½ inches square, with openings for ventilation where directed, all properly cored and pargetted.

Course of Slates in Walls.†—Lay a course of slates between two beds of cement each ¼ inch thick, throughout all the walls at the level of the finished ground surface.

Filleting to Roofs.‡—Form round all the roofs which gable or otherwise abut against brick work, filleting by setting the bricks in as neat a manner as possible to get out 1½ inch over the slating, and to fill in between the brick filleting and the slating with good Parker's cement.

Rain-drains.—Lay from rain water down pipes 6 inch earthenware drain pipes, bedded in clay and jointed in cement.

Provide here for the performance of all other Bricklayer's works, such as:—Cross walls for paving, Area walls, Piers for columns, Tiling of roofs, Foot tiling, Brick paving, Facing of walls, mouldings and projecting courses of bricks in cement, Chimney-pots, &c.

Workmanship.—The whole brickwork to be well bedded and flushed in with mortar as the work proceeds, care being taken that no vacuities be left between the joints or courses. No four courses to rise more than one inch in addition to the height of the bricks. Turn in cement inch relieving arches over all openings, and invest arches under same. All reveals to be carefully performed. Bed and point in mortar all bond timber lintels, wood, bricks, and templets, and other timber so requiring; and bed and point with lime and hair all the door and window frames; and back up with solid brickwork to all timbers, stone work, iron work, and other things

* State which partitions are to be of brick nogging, if any are to be lath and plaster.

† This provision is to prevent damp from arising in the walls; in very dry situations it may be omitted.

‡ Instead of brick filleting, lead flashing to gables may be substituted, if preferred.

to be set in the brickwork. The faces of the walls to show Flemish bond; the headers being all whole bricks and the perpends truly kept.

CARPENTER AND JOINER.

Timber.—All the oak timber is to be of English growth; all the other timber is to be either Dantzic, Riga, Memel, yellow fir; all joiner's work, flooring, boards, skirtings, and other wood-work, are to be of best yellow Christiana deal, except where otherwise described. The timbers and deal are to be cut square, and to be free from sapwood, shakes, large and loose or dead knots, and all other defects and every other defect. No American timber will be allowed to be used.

Workmanship.—None of the joists, rafters, or quarters to be more than 12 inches apart. All plates, purlins, and bond timber to be in as long lengths as possible, and well scarfed and secured at the junctions. The tye-beams and all other timbers of roofs and floors to be in whole lengths, unless shown otherwise in the drawings, or described otherwise herein, or allowed in writing by

Materials, &c.—Provide and fix all necessary shores, struts, beads, stops, fillets, angle staves, wood, bricks, centering, and templets, and all other joiner's work and labour necessary for the due execution of these works, providing all materials, including ironmongery, to render the same complete and perfect.

Frame Three Months before setting up.—All the joiner's work is to be rough framed as soon as possible after the signing of the contract, and no framed work is to be set up until at least three months after it shall have been so framed; all timber-work which shall split, fracture, shrink, part at the joints, or show any flaw or defect from unsoundness, want of seasoning or bad workmanship, to be removed and put together anew or replaced by new materials. So that the whole of the carpenter's work may be delivered up in a perfect state at the completion.

Scantlings.—All the timbers are to hold their full scantlings at the completion of the works. The scantlings of the principal timbers are to be as follows:—

Here supply a List of Scantlings.

Folding Floors.—Lay 1¼ inch yellow deal folding floors to the

Straight-joint Floors.—Lay 1¼ inch yellow deal straight joint, and iron-tongued floors to the

Window Frames.—The windows of to have solid fir frames wrought, rebated, framed, and chamfered; oak sunk and weathered sills

*Double-hung Sashes.**—Fit up the windows of with ovolo sashes double-hung, with iron weights, iron axle pulleys, best large patent lines and patent spring sash fastenings in deal-cased frames, with oak sunk and weathered sills; neat mouldings to window frames.

External Doors.—The external doors to be inch deal framed and braced, lined with inch battens, tongued in rebated and beaded

* Provide for openings.

frame tenoned into stone steps; each to have two inch butts and strong lock, Norfolk thumb-latch, and two inch barrel bolts. Fix an iron spring to each door to prevent it from slamming.

Internal Doors.—The internal doors to be inch four-paned square, with inch butts, stout Norfolk thumb-latches rod bolts, and strong door springs, with fir wrought framed and chamfered door cases; those on stone floors or thresholds to be tenoned into same.

Head-casing to Feet of Door-cases.—Completely wrap round and separate from the stone the feet of all door cases tenoned into stone with a piece of milled lead.

All the faces of the joiner's work to be wrought.

Provide here for all other Carpenter's and Joiners' works, such as to — Stairs, with ballusters, hand rails, &c., Closets and shelves, Skirting, Window shutters, &c. Skylights and borrowed lights, Raising of floor in steps for class-decks and galleries, &c.

MASON.

Stone.—All the stone used in the mason's work to be of the best quality, free from shakes, flaws, rents, or other defects, and laid so as to be compressed according to its natural bed.

Foundations of .*—Bed for the foundations of walls a complete course of laid at the depth of below the finished surface of the ground.

Foundations of .†—Bed for the foundations of

String Courses.—Put to string courses of stone inches, moulded, mitred, and run with lead at all the joints therein.

Water Table to Chimneys.—Put at the foot of each stack of chimneys a water table of stone, wrought, weathered, and throated.

Window Sills.—Put to the windows of sills of inch inches wide, laid sloping, wrought fairly in front, and with tooled soffit ends and level tops beneath the sash sills.

Landing to Doorways.—Put to in landings and steps of stone back-jointed and fixed complete.

Sills to External Doors.—Put to doors sills wide, and 18 inches wider than the openings.

Slabs and Hearths.—Put inch rubbed slabs and hearths to fire-places.

Chimney Jambs.—Neatly point the jambs of chimneys in cement as far as the top of the arch.

* If of stone. † If of stone.

Chimney-Pieces.—Put to the fire-places of chimney-pieces with jambs wide, shelves wide, and mantles wide.

Cramps. Labour.—Provide and fix, and run with lead, copper cramps and plugs wherever requisite. No cramps of iron are to be used. Run the joints with lead. Cut all requisite rebates, grooves, chases, holes, back-joints, fair edges, and perform the other labour usual or necessary to mason's work.

Leave the whole work perfect at completion, previous to which all the mason's work is to be well cleaned off.

Where good stone is cheap, to the above may be added, clauses for the execution by the Mason of Walls and Gothic finishings, Heads, mullions, and joints of windows. Provide also for Internal paving, Copings to Gables, &c., Corbels to support flues, &c., Granite bases to iron columns, &c.

SLATER.

Slates.—Slate the whole of the roofs with slates, laid and cut close and overlapping inches, nailed with copper nails, two to each slate; point the under sides with lince and hair, and lay the eaves double.

Then ridges are provided for as plumber's work; but may be formed of "Imperial sawn slate 5 in. wide, laid and pointed with slate cement, and screwed to the ridge board," or they may be formed of ridge tiles by the Bricklayer.

PLASTERER.

Ceilings.—Lath with double laths, plaster, float, set, and whiten ceilings of

Ceilings.—Lath with double laths, plaster, set, and whiten ceilings of

Timbers of Roof.—Size white timbers of roof or ceilings where seen.

Walls.—Properly stop and colour the walls of of a colour.

Walls, Brick-nogging, &c.—Render, set, and colour the brick-work of

Quarter Partitions.—Lath, plaster, set, and colour

Labour.—Execute all requisite beads, quirks, and arrises.

Areas.—Lime-white

*Dressings.**—Execute the dressings to and the cement.

PAINTER.

Iron-work.—Paint times with the best oil and colour the whole of the iron-work, the first two coats of colour being red-lead paint, and the last coat being colour.

Woodwork.—Properly prepare, knot, and stop the whole of the wood-work usually painted, and paint times with the best oil, and colour all those parts thereof which are not described to be otherwise painted or finished in other clauses of this specification.

Doors.—Grain extra in imitation of oak, and varnish twice with best copal varnish the

Provide for extra painting to timbers of roof where seen, Closet fronts and doors, sashes of windows, &c.

GLAZIER.

Glass.—Glaze all the windows and lights with good second Newcastle crown glass.

In Wood.—Properly bed, brad, and back-putty to all the sashes in wood.

In Lead.—Glaze the windows of with small squares set in strong church window lead, and secured to the saddle bars by strong copper bands.

Clean and leave perfect the whole of the glazing at the completion of the works.

Provide for glazing of skylights, fanlights, borrowed lights, sash doors, &c.

PLUMBER.

Lay the gutters with 7 lbs. milled lead, turning up 9 inches against the wall and 12 inches up the roofs, with all requisite rolls and drips; no part of the gutters to be less than 12 inches wide, and the fall not to be less than 1½ inch in 10 feet. Provide proper lead shoots from the gutters to the rain-pipe beads. The flashings of the chimney shafts to be of 5 lbs. milled lead and inches wide.

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* Cutting bricks or stone should be substituted for cement finishings, if practicable.

Cover the hips and ridges with 4lb. milled lead, 16 inches wide, properly dressed and secured.

Provide for a sink, with bell grating and waste pipe to privies, Rain-water butts, with service pipe to sink and overflow pipe to privies, Covering of dormers, &c. and flashings.

SMITH.

Iron Guttering.—Provide and fix inch cast-iron semi-circular guttering and brackets to the eaves throughout, and inch diameter down pipes, with beads and shoes, delivering into the drain.

Iron-work to Roofs.—Provide and fix all the necessary iron-work for the roofs.

Enumerate straps, bolts &c. to timbers of trusses.

Chimney Bars.—Provide and fix No. chimney bars inch × inch caulked at both ends, and bent to the figure of an arch, if required by the design.

*Cast-iron Gratings.**—Provide No. cast-iron gratings for ventilation in external walls inches × inches. No. with valves to open and shut in floors, inches × inches. No. with valves to be opened and shut by strings and pulleys in ceilings inches × inches.

Saddle-bars to Windows.—Provide and fix to windows wrought iron saddle bars ½-inch square, not more than 1 foot 8 inches apart, and tailing into walls 4 inches.

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* These gratings are for ventilation. Each wall-grating is to be set in the walls between the feet of two joists. The space between these joists will convey the fresh air to the floor-grating, which is to be let into some convenient part of the floor, between the upper surfaces of these same two joists. The ceiling-grating must also communicate with the external air, as by air flues.

FINIS.

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